DOCUMENT RESUME

ED 437 748 EC 307 596

TITLE	Arkansas Project for Children with Deafblindness, 10/01/95-10/31/99. Final Report.
INSTITUTION	Arkansas State Dept. of Education, Little Rock. Special Education Section.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE	1999-12-29
NOTE	303p.
CONTRACT	H025A20047
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC13 Plus Postage.
DESCRIPTORS	Consultation Programs; *Deaf Blind; Disability Identification; Early Childhood Education; Early Intervention; Educational Practices; Elementary Secondary Education; Family Programs; Higher Education; Information Dissemination; Inservice Education; Multiple Disabilities; *Outreach Programs; *Parent Education; Preservice Teacher Education; *Professional Development; Program Evaluation; Systems Approach; *Technical Assistance
IDENTIFIERS	*Arkansas

ABSTRACT

This final report describes accomplishments and activities of a four-year federally funded project in Arkansas to provide technical services to families and service providers of children with deaf-blindness. Project activities have included inservice and pre-service training for educators and other service providers, training for families, onsite consultation to educational and treatment facilities, home visits, information dissemination, and systems change through collaboration with other agencies and organizations. In-service and pre-service training focused on the following areas: early identification, early intervention, transition, best educational practices (including inclusion), incidence and characteristics, functional curriculum (including modifications and adaptations), parental rights and responsibilities, and communication. Project effectiveness was evaluated by: the number of children identified with deaf blindness, consumer satisfaction surveys completed by parents, number of professionals and others who have received information on deaf-blindness, and measured increases in the knowledge and skills of the professionals who received training. The bulk of the document consists of an appendix comprised of project materials including brochures, a resource library list, identification materials, surveys, training materials, meeting agendas, technical assistance forms, and newsletters. (DB)

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ED 437 748

FINAL REPORT

ARKANSAS PROJECT FOR CHILDREN WITH DEAFBLINDNESS

CFDA-84.025A-STATE AND MULTI-STATE PROJECTS

PROJECT PERIOD: 10/01/95 - 10/31/99

DATE OF REPORT: DECEMBER 29, 1999

PR/AWARD NO: H025A20047

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EC 307 596

Submitted by:

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Special Education

#4 State Capitol Mall, Room 105C

Little Rock, AR 72201

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Executive Summary

The Arkansas Project for Children with Deafblindness is a technical assistance project that provides services statewide to families of children from birth to age 21 who are deafblind and to their service providers. The project staff consists of an Education Consultant and a Family Consultant. The Education Consultant provides an array of services to the educators and other service providers, including technical assistance on programming and effective "best practices." The Family Consultant supports the network of families of the children identified as deafblind through additional technical assistance activities and maintains the state Deafblind State Registry. Project activities include in-service and pre-service training to educators and other service providers, training to families, onsite consultation to educational and treatment facilities, home visits, information dissemination, and systems change through collaboration with other agencies and organizations providing services to children who are deafblind.

During the past five years, technical assistance has been provided to parents and professionals through the use of consultants, workshops, presentations, videotapes, and literature. Replication sites utilizing effective practices were developed to meet in-service and pre-service training needs in the areas of:

- Early identification,
- Early intervention,
- Transition,
- Best educational practices, including inclusion,
- Incidence and characteristics,
- Functional curriculum to include modifications and adaptations,
- Parental rights and responsibilities, and
- Communication

The effectiveness of project activities was evaluated by:

- The number of children identified with deafblindness,
- Consumer satisfaction surveys completed by parents of children with deafblindness,
- The number of professionals, paraprofessionals and parents who have received information on deafblindness, and
- An increase in the skills and knowledge of professional serving children with deafblindness, as measured by evaluation data and pre and post-tests.

The project also continued its efforts toward interagency collaboration and coordination throughout the duration of the grant.

Project Description/Goals

Project staff conducted a needs survey of families and service providers in order to identify five objectives:

1. To disseminate information about deafblindness, and the Project's services and activities.

2. To continue to identify children who are deafblind from birth through the age of 21 in the State of Arkansas.

3. To provide technical assistance and training to service providers and families on issues such as transition, communication, identification and etiologies.

4. To support the statewide parent group.

5. To enhance Project activities through collaboration with appropriate agencies, organizations and groups in order to provide appropriate services to families and service providers.

The goals and objectives of the Project were modified for clarity and simplification following the federal site review of 1996.

Context

The grant proposal was developed through needs assessments and a strategic planning process involving parents, professionals and other service providers. The five training priorities identified were:

1. Development of communication skills;
2. Access to technology, including federal, state and local resources and funding information;
3. Inclusion into school and community;
4. Functional curriculum; and
5. Instructional strategies for teaching students with deafblindness.

Families stated an interest in networking with other families of children with deafblindness, and in information dissemination. Other areas of interest identified by service providers and educators included the identification of children with deafblindness, case management services, transition, and writing goals and objectives for children with deafblindness.

Project staff selected a variety of methods and activities to meet the above training priorities. These incorporated in-service training, which included SKI*HI Institute's INSITE training, NTAC's regional team trainings in "Best Practices Associated with Educating Students with Deafblindness," and trainings on communication development, functional programming, transition and inclusion. The Project also provided technical assistance to families of children with deafblindness and their educators or service providers and maintained a resource library of materials on deafblindness for use by parents and professionals. The staff presented on deafblindness to college and university classes and at state and local conferences, developed and disseminated brochures on deafblindness, and continues to disseminate newsletters concerning educating and parenting students with deafblindness to families and service providers. The staff also facilitated and supported the organization of a parent group and initiated the organization of an advisory board.

Accomplishment of Project Goals

OBJECTIVE 1: To disseminate information about deafblindness and the Project's services and activities.

Until funding for newsletters was made available, Project staff wrote articles for the *On-Line Newsletter*, a special education newsletter that is distributed to families of children with deafblindness and their service providers. This newsletter was mailed to approximately 2500 elementary principals, secondary principals, superintendents, early childhood coordinators, special education administrators, and other service providers.

Since May 1997, two newsletters, *DB Connections* and *Project Tidings* have been produced twice a year specifically for families and for service providers. Topics addressed include Project activities and services, resources, information on the parent group, causes of deafblindness, communication development and selecting toys for individuals who are deafblind. A total of over 400 newsletters are currently being disseminated twice a year to families, service providers and other interested parties. In addition, the Project's informational brochure and information on the Project's annual parent training were translated into Spanish for the family of a Hispanic child identified as deafblind.

The materials in the resource library have been catalogued, with brief descriptions of each item and its format, i.e., manual, article, video, etc., and materials have been cross-referenced by topics. Project staff collaborated with the Easter Seal Arkansas Outreach Team in compiling the catalog. Loan procedures were developed for dissemination and new materials were purchased in 1998. Requests for resource materials are received from teachers, related services personnel, and parents on a daily basis.

Since 1997, Project staff have collaborated with the Consultants for Students with Severe Disabilities of the Easter Seal Arkansas Outreach Program and the Arkansas Special Education Resource Center to provide "Functional Curriculum" and "Resources for Educators on the Internet" workshops. Both Family and Education Consultants serve as facilitators and trainers for the regional one-day workshops, which address topics such as communication, functional programming, behavior, transition, inclusion, parent issues, modifications/adaptations, etc. Approximately 175 participants have received training each year through the Functional Curriculum workshops and 191 participants have attended Internet workshops.

Local and state presentations by the Education Consultant have included: the McGill Action Planning System (MAPS) at the Council for Exceptional Children state convention and "Working Effectively with Paraprofessionals" at the Arkansas Association of Mental Retardation/Developmental Disabilities State Conference. An "Overview of Trainings and Services Provided by the Arkansas Deafblind Project" has been presented to the Arkansas Comprehensive System of Personnel Development Steering Committee, the Interagency Coordinating Council, the Little Rock Rotary Club and the Council for Exceptional Children state convention.

A review of videos in the Deafblind Project Library revealed several appropriate videos on the topic of transition of students with deafblindness as they transition into adult services. Because these videos were available it was decided that it would be a duplication of efforts and services for the Project to develop another video on this topic. The videos on transition available for loan and dissemination in the Project's resource library include "Hand in Hand," "Transition Connections: Planning Today—Creating Tomorrow," and "Employability: Integrating People with Developmental Disabilities Into the Workplace." A Power Point presentation entitled, "Transition Issues for Students with Deafblindness," was developed and presented by the Education Consultant at Special Show '98, the state's biennial special education conference. Project staff participated in filming a McGill Action Planning System (MAPS) session, to be used by education consultants for students with severe disabilities.

OBJECTIVE 2: To continue to identify children who are deafblind from birth through the age of 21 in the State of Arkansas.

The Family Consultant updates the Deafblind State Registry information on a monthly basis to include the information required for the federal census. In addition, an annual mail-out goes to the special education supervisors, early childhood coordinators, day service center directors and human development center personnel responsible for providing services to children already identified as deafblind and listed on the Deafblind State Registry. The mail-out includes an Update Form on each identified student with the current information available, and requests that this information be verified and/or updated and the form returned to Project staff. The mail-out was disseminated in October 1996, October 1997, and October 1998 to over 100 special education administrators.

Project staff is currently collaborating with University of Arkansas at Little Rock to expand identification methods and ways to increase local capacity of the Mississippi River Delta area communities to meet the unique needs of children with deafblindness and other low incidence disabilities by sponsoring a series of focus group sessions across this region of the state. The purpose of these sessions is to identify cultural and/or local barriers to the delivery of services. The sessions also seek to identify any social/ethnic characteristics of the southeast Arkansas region that would motivate families to seek intervention for their infants with dual sensory impairments. This collaboration with local county agencies such as Together We Can, Department of Human Services, and University Affiliated Programs of Arkansas (UAP), will result in a systemic child find effort that will identify students with deafblindness and other low incidence disabilities who are not currently receiving benefit from the Project's services. The results of this study will be used during the next grant period to inform service providers, including school personnel, medical and health care professions, and human service workers, about the cultural diversity that impact their successful interaction with the delta population. Additional collaboration between our project and the Louisiana Department of Education's Deafblind Project will take place for the development and presentation of a workshop for service providers and families of children with low incidence disabilities including deafblindness.

The census brochure was developed during the 1996-97 grant year and was updated and revised in 1999 to reflect the need for additional information required for the 1999 federal census. It has been disseminated during the current reporting period to special education supervisors, workshop participants, early childhood coordinators, day service centers and human development centers.

The Family Consultant prepared the annual census/identification mail-out to special education supervisors, early childhood coordinators, day service centers and human development centers to coordinate with the December 1 Child Count, asking for referrals of children they are currently serving from birth to 21 at risk of being deafblind. The mail-out included an explanatory memo, referral form and census brochure, and was disseminated to over 200 special education personnel. During the current grant period 95 children identified as deafblind have been added to the Deafblind State Registry.

A checklist was also developed in 1999 that can be used by educators to determine if a student meets the criteria to be considered deafblind for the purposes of being included in the Federal census and receiving services from the Arkansas Project. This checklist is being disseminated at all workshops, in-service trainings and state and local conferences.

OBJECTIVE 3: To provide technical assistance and training to service providers and families on issues such as transition, communication, inclusion, programming, family issues, identification or etiologies of deafblindness.

Onsite technical assistance visits have targeted service providers serving the children whose parents attended the Project's annual parent trainings, and participants in the Project's INSITE training. Onsite presentations have been made for school/center staffs on a variety of topics, including communication, identification, etiology, inclusion, modifications/adaptations, and transition. State and local conference presentations have been made by the Education Consultant at Special Show '98, Arkansas Association of Mental Retardation/Developmental Disabilities Annual Conference, the annual Council for Exceptional Children State Convention, and the Interagency Coordinating Council and Arkansas Comprehensive System of Personnel Development Steering Committee meetings.

Project staff has provided in-service training on functional programming, inclusion and family issues to approximately 175 participants each year of the grant period. These workshops have been provided through collaboration with the Easter Seal Arkansas Outreach Program, the Arkansas Special Education Resource Center and the Little Rock School District. Internet access for information on deafblindness was provided through the "Resources for Educators on the Internet" training provided by the Easter Seal Arkansas Outreach Program to 191 participants.

The annual six-day SKI*HI Institute INSITE training, which is presented in collaboration with the Arkansas School for the Blind, the Arkansas School for the Deaf, Part H, Early Childhood, and Arkansas Human Services, has been provided for 124 participants since 1995. Training topics included were communication development, functional assessment,

family issues, programming, vision and hearing loss and their causes, and early childhood development.

"Best Practices Associated with Educating Students with Deafblindness," regional team trainings, were presented in collaboration with the Project Advisory Board (ARNAC) and the National Technical Assistance Consortium (NTAC). Training topics included communication, personal futures planning, instructional strategies, transition, quality indicators of effective Individualized Education Programs, and an overview of deafblindness.

Dissemination of the curriculum modules to the teacher training programs of all the appropriate state colleges and universities was completed in the initial grant period. Pre-service training on issues such as identification, etiologies, assessment, communication, programming, family issues or transition for children identified as deafblind is available statewide to institutions of higher education by the Education Consultant. Workshops for first year special education teachers of students with severe/low incidence disabilities, including deafblindness, were also held during the 1998-99 school year, in collaboration with the Arkansas Special Education Resource Center and Easter Seal Arkansas, Outreach Program.

In the fall of 1999, letters were mailed to classroom teachers of all students currently listed on the Deafblind State Registry, offering technical assistance services for the 1999-2000 school year. Approximately 30% of the teachers responded and have requested a variety of technical assistance services available through the Project

OBJECTIVE 4: To support the statewide parent group.

Annual parent trainings were held from 1995 through 1998. Respite care/babysitting services were provided for children with deafblindness and their siblings. Training topics included stress management, services provided for individuals with deafblindness by the Division of Services for the Blind, reauthorization of the IDEA, Individualized Education Programs for students with deafblindness, Children's Medical Services and after-school/respite care options. Announcements regarding the parent training were made available in Spanish for Hispanic families of children identified as deafblind.

The Family Consultant and the president of the UFOADB collaborated on the agenda for the parent training in September 1997, allowing time for the parent group to hold a reorganization meeting. The president of the UFOADB contributed an article for the May 1997, issue of the newsletter. The Family Consultant regularly refers parents of children newly identified as deafblind to the UFOADB, with their written permission.

The Family Consultant makes on-going technical assistance contacts with families, including home visits, new referrals, phone contacts, mail-outs and newsletters. The Project provided a Spanish interpreter for a technical assistance visit to the family of a newly referred Hispanic child identified as deafblind.

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The Education Consultant has developed a resource guide of services available for service providers and families of children identified as deafblind. The guide, which includes local, state and national resources, was completed in January 1998, and is currently being updated to include Internet resources. The Advisory Board family committee is working on the development of a guidebook for parents/families of children identified as deafblind. This guide will provide parents with helpful information and specific procedures for obtaining SSI, Medicaid, and the Medicaid Waiver, including telephone numbers and agency contacts for each county in the state.

Project staff collaborated with the University of Arkansas at Little Rock to develop a survey, which was disseminated to 1003 childcare facilities statewide to determine the availability of after-school options, day care and respite care for children who are deafblind. As a result of this survey 9 new references for providing after-school services to children with severe disabilities, including deafblindness, were identified.

OBJECTIVE 5: To enhance Project activities through collaboration with appropriate agencies, organizations, groups, etc., in order to provide appropriate services to families and service providers.

In collaboration with the Arkansas Division of Services for the Blind and the National Technical Assistance Consortium (NTAC), Project staff has reviewed and revised the composition of the advisory committee in an effort to make it more effective in addressing and impacting services for children who are deafblind and their families. Agencies represented on the Arkansas Networking Consortium for Deafblindness (ARNAC) include the Schools for the Deaf and Blind; local school districts; part H, Early Childhood; state deaf, blind and developmental disabilities agencies; the Office for the Deaf and Hearing Impaired Deafblind Program; Helen Keller National Center; Lions World Services for the Blind; Division of Services for the Blind; the University of Arkansas at Little Rock; the state Transition Project; Mainstream Living; the Arkansas Disability Coalition (Parent Training and Information Center); and Easter Seal Arkansas. The membership of 21, which meets on a quarterly basis, also includes a consumer and two parents. Three goals were identified and action plans developed, with committees named to address the action plans. Those committees continue to address supporting the parent group, networking among agencies, and training in deafblindness for regional mentors. In a collaborative effort with the National Technical Assistance Consortium (NTAC), Arkansas Department of Education and Part H, Early Childhood, three regional teams and Advisory Board members have received 24 hours training in "Best Practices Associated with Educating Students with Deafblindness."

The INSITE Planning Committee includes representatives of the preschool outreach programs of Arkansas School for the Blind and Arkansas School for the Deaf, Part H, Early Childhood, the North Little Rock School District, and the University of Arkansas at Little Rock. Committee members assisted financially with the training either by providing manuals for the participants they sponsored, paying their registration fees and/or expenses, or contributing to the cash account for expenses, assisting in the selection of participants, as well as serving as facilitators and in-state trainers. The

committee has provided SKI*HI Institute INSITE training since 1995 and has just completed the first annual six-day training without a national INSITE trainer. Because SKI*HI was unable to provide funding for the 1999 training, this year's expenses were funded primarily by the Interagency Coordinating Council

In a collaborative effort between the Project Advisory Board (ARNAC), the Arkansas Department of Education Early Childhood Program, and the National Technical Assistance Consortium for Deafblindness (NTAC), two regional team trainings were presented on "Best Practices Associated with Educating Students with Deafblindness" during this grant period. Training topics included communication, personal futures planning, instructional strategies, transition, quality indicators of effective Individualized Education Programs, and an overview of deafblindness.

Project staff was actively involved in planning and presenting a series of workshops on functional integrated curriculum for students with severe disabilities, including deafblindness, during the 1997-99 school years. The workshops were offered in collaboration with ASERC and the Easter Seal Arkansas Outreach Program. Approximately 325 participants attended these workshops during this period. The Family Consultant also serves on the Arkansas Technology Project Interagency Council and the Arkansas Assistive Technology Task Force, ensuring representation for children with deafblindness.

Project staff serves on the AR-SAFAK (Arkansas Schools Are For All Kids) Steering Committee to ensure the inclusion of information regarding deafblindness for participants in the annual AR-SAFAK training. The Education Consultant has also participated as an AR-SAFAK trainer and follow-up consultant, in collaboration with the Little Rock School District, the University of Arkansas at Pine Bluff (UAPB) and Arkansas Special Education Resource Center (ASERC).

The Project has been instrumental in bringing about the collaboration among a variety of agencies and entities to develop a transition plan for a 17 year old student at the Arkansas School for the Deaf. Among the agencies involved are the Arkansas Transition Project, the student's local education agency, the state schools for the deaf and for the blind, the Office of Deaf and Hearing Impaired, Developmental Disabilities Services, Division of Services for the Blind and Vocational Rehabilitation. Through this collaboration for an individual student, a model for the transition of students in Arkansas who are deafblind is being developed.

Since November 1998, the Education Consultant has been serving as a member of the Special Health Care Needs Paraprofessional Task Force, in collaboration with the Comprehensive System of Personnel Development, to develop a training manual for paraprofessionals working with students with special health care needs, including deafblindness. This committee has developed a training module, which will be presented throughout the state, beginning in January 2000. The Education Consultant will also participate as a trainer for the one-day workshops. School districts with personnel involved in this collaboration include the Pulaski County Special School District, North

Little Rock School District, Arkadelphia School District, Little Rock School District, Southside School District and Fayetteville School District. Also involved were the Office of Comprehensive School Health, Arkansas Children's Hospital, Arkansas Department of Education, Arkansas Education Association, Pediatric Services of America, Southwest Arkansas and Crowley's Ridge Educational Co-ops, Pathfinder, Children's Medical Services and Child Nutrition.

Since July 1999, the Education Consultant has served on a task force to link general education frameworks with functional goals/objectives for students with severe disabilities, including deafblindness. She has also served on the Arkansas School for the Blind Strategic Planning Committee during 1998 and 1999, ensuring representation for children with deafblindness in the development of the school mission statement, core beliefs, goals and objectives, needs assessments, and marketing strategies for the next five year period.

The Education Consultant collaborates with area hearing consultants from the Arkansas Schools for the Deaf and vision consultants and orientation and mobility consultants from the Arkansas School for the Blind regarding students currently listed on the Deafblind State Registry or other students with severe disabilities who are identified at risk of being deafblind. Consultants continue to meet as part of on-going teams whenever possible.

The Family Consultant and the president of the UFOADB collaborated on the agenda for the parent training in September 1997, allowing time for the parent group to hold a reorganization meeting. The president of the UFOADB contributed an article for the May 1997, issue of the newsletter. The Family Consultant regularly refers parents of children newly identified as deafblind to the UFOADB, with their written permission.

Problems Encountered, Solutions and Lessons Learned

One problem encountered during this grant was that funds were not sufficient to complete all of the proposed activities. Many activities in the original grant had to be eliminated, and most of the salaries for the two project personnel were supported through the Arkansas Department of Education (ADE). The ADE pays the balance of staff salaries and fringe benefits, plus their annual travel allotments. Funding for any Project activities must come from other sources.

Project staff has been successful in collaborating with other agencies and programs on training activities, such as the INSITE and functional curriculum training. Funding for the INSITE training is a combination of participant fees, ADE Early Childhood program funds, grants from the Developmental Disabilities Council and the Arkansas School for the Blind, and in-kind support from a local education agency, the University of Arkansas at Little Rock (UALR), Easter Seal Arkansas Outreach Program, the Arkansas School for the Deaf and the SKI*HI Institute at Logan, Utah. The functional curriculum training is sponsored jointly with the Arkansas Special Education Resource Center (ASERC) and the Easter Seal Arkansas Outreach Program.

The ADE sponsors the annual parent training using VI-B funds. The survey of after-school care options for children with disabilities including deafblindness was undertaken using funding provided through a grant awarded to UALR. The Regional Team Training for school teams regarding specific students identified as deafblind was funded through the National Technical Assistance Consortium on Deafblindness (NTAC), the ADE Early Childhood Program and the local school district involved.

Staff has learned to identify alternative funding sources, to network with other agencies and programs to identify additional funding sources, and to put together funding packages for activities. Unfortunately, to date, no alternative funding source has been identified that would allow for the enlargement of the resource library, or to purchase technology and equipment for technical assistance visits. The ADE provides postage for the mail-out of materials loaned to families and service providers from the resource library.

Getting and keeping families involved and participating in the Project and state parent group activities continues to be a major problem. For instance, although the Deafblind State Registry of children identified as deafblind includes 127 children, the attendance at the annual parent training sponsored by the Project and the Arkansas Department of Education (ADE) ranges from six to 15. This is despite the fact that the ADE pays for the meeting rooms and all of the parents' meals and lodging costs, provides onsite babysitting/repite care, and reimburses families' travel expenses.

The 1998 annual parent training addressed this concern through a parent group session facilitated by the director of the Arkansas Disability Coalition, which is also the Parent Training and Information (PTI) Center for Arkansas. During the session, the parents

discussed ways to increase interest and attendance not only in Project activities but also in their own parent group activities. Some activities were developed and responsibilities assigned, but no timelines were identified to meet these responsibilities.
Despite this discussion, the 1999 annual parent training was canceled due to a lack of interest or conflict in dates. (By the week of the training, only three participants had registered to attend the entire training, although each session had an additional two or three participants registered. When the low registration numbers were compared to the expected number of "no shows," it was determined to be too expensive to have the training for only two or three parents, so it was canceled.)

The Arkansas Networking Consortium on Deafblindness, which serves as the Project's advisory board, is also addressing this concern. The consortium membership includes the director of the state's Parent Training and Information Center, who has extensive experience in the development and facilitation of parent groups statewide. The consortium primarily is supporting the parent group through the provision of information and the offer of other types of support that might be identified by the parent group.

At this point, the state parent group is inactive. In planning for the annual parent training sponsored by the Project in the year 2000, time will be provided for the group to discuss re-structuring and reorganization of the parent group, if they choose to do so.

What has been learned from this experience is that an agency can provide support through newsletters, training and other opportunities for networking activities, but that the parents and family members must take the initiative to establish a parent group and keep it going. Without a strong, committed parent leadership, agency efforts will be in vain.

Difficulty in following up on new referrals is another problem that has been identified. Several factors cause service providers frequently to be uncertain as to whether a child could be identified as deafblind. These factors include:

- the wide array of abilities of children who may be deafblind;
- the fact that many of them are not counted as deafblind on the annual December 1 child count; and
- the inclusion of a functional definition of deafblindness.

For these reasons, it is necessary for Project staff to make onsite visits to the schools or homes of referred children in order to observe them and to gather the information necessary to make an eligibility determination. Although Arkansas is not an extremely large state geographically, it does require travel time to make these site visits, and a great deal of coordination and planning when scheduling visits to the different areas of the state.

During the federal site review it was suggested that the state's hearing and vision consultants be trained to assist in the identification of children who are deafblind in order to alleviate some of this problem. However, this has not proven to be a viable option, due

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to a lack of understanding on the part of these consultants of the Project's guidelines, or an interest in assuming this role. Because of the many varying factors involved in making a determination of deafblindness, the Family Consultant continues to be the person primarily responsible for follow-up on the majority of new referrals received.

Loss of funding from SKI*HI Institute made it necessary to pursue other funding sources for the annual six-day INSITE training. A request made by the INSITE planning committee to the Interagency Coordinating Council to fund a major portion of the training for 1999 was approved. The committee will continue to rely on interagency funding collaboration to provide this training during the next grant period.

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Implications for Policy, Practice and Research

1. The importance of the early provision of services. Onsite technical assistance visits, provided in a variety of educational settings and homes, continue to indicate a critical need for early identification and provision of services to individuals with deafblindness. Provision of early intervention services is sometimes a challenge, because Arkansas is a rural state and because of the low-incidence of deafblindness.

2. Improved methods for identifying children who are at risk for deafblindness. Certain etiologies do not lend themselves to early identification with the present methods of identification.

3. The necessity for collaboration among a variety of providers/agencies. Without the ability to network with other agencies and programs to identify alternative funding sources, our Project will not be able to continue to provide quality activities. Unfortunately, to date, no alternative funding source has been identified that would allow for the enlargement of the resource library, or to purchase technology and equipment needed to enhance technical assistance visits.

4. The value of training materials disseminated on a national basis. Internet web-sites, such as DB-LINK, are a valuable resource for both parents and service providers of children identified as deafblind or "at risk" of becoming deafblind.

5. A need for more pre-service training in the area of deafblindness and other low-incidence populations. Certification in the area of deafblindness is not available through Arkansas colleges or universities.

APPENDIX

Arkansas Project for Children with Deafblindness
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Little Rock, AR 72201
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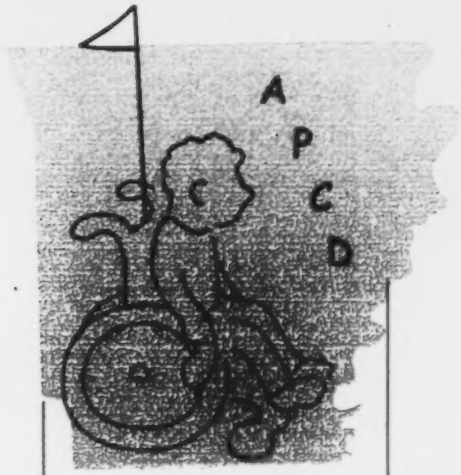

Arkansas Project For Children With Deafblindness

Arkansas Department Of Education Special Education

Please send me more information regarding the Arkansas Project for Children with Deafblindness.

Name: _____

Address: _____

City: _____

State: _____ Zip Code: _____

Phone: _____

I am a/an (check one):

_____ Parent _____ Educator

_____ Medical Worker _____ Agency Staff Member

_____ Other _____

* * * * *

Please return form to:
Darleen Riley Tripcony
Family Consultant

Or

Barbara Haynes
Education Consultant
Arkansas Project for Children with Deafblindness
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Fax: 501-682-4313

WHAT IS THE ARKANSAS PROJECT FOR CHILDREN WITH DEAFBLINDNESS?

The Arkansas Project for Children with Deafblindness is a federally funded program serving individuals from birth through age 21 who are deafblind or at risk of being deafblind. The Project provides training, technical assistance and information to families, educators and others who work with these individuals. The Project supports the philosophy of the inclusion of the individual in educational, vocational and community environments.

* * * * *

WHAT ARE THE CAUSES OF DEAFBLINDNESS?

The varied causes may include:

✓ Prematurity
✓ CHARGE Association
✓ Usher's Syndrome
✓ Central nervous system dysfunction
✓ Viral infections such as cytomegalovirus (CMV)
✓ Brain diseases, such as meningitis or encephalitis
✓ Genetic abnormalities
✓ Prenatal exposure to drugs
✓ Various syndromes

WHAT SERVICES ARE PROVIDED BY THE PROJECT?

✓ Training based on needs expressed by local school district or individual agency
✓ Annual parent workshop
✓ Family and professional networking and sharing of effective practices
✓ Onsite consultation by request
✓ Resource library for families and professionals
✓ Information dissemination regarding deafblindness and project activities
✓ Maintenance of a census of child birth through age 21 who are deafblind

* * * * *

WHAT TRAINING TOPICS CAN BE PROVIDED BY THE PROJECT?

✓ Overview of deafblindness
✓ Communication strategies
✓ Functional, age appropriate curriculum
✓ Including students who are deafblind
✓ Positive behavior support for students who are deafblind
✓ Instructional strategies
✓ Collaborative teaming methods
✓ Parent-professional collaboration
✓ Early intervention
✓ Personal futures planning/MAPS
✓ Transition planning
✓ Orientation and mobility

WHO IS ELIGIBLE FOR SERVICES FROM THE PROJECT?

✱ Individuals from birth through age 21 who have:

✓ both vision **and** hearing impairments;

✓ both vision **and** hearing impairments and an additional learning and/or language disability;

✓ been diagnosed as having a degenerative disease that will affect both vision **and** hearing, such as Usher's Syndrome or CHARGE Association; or

✓ have multiple disabilities due to generalized central nervous system dysfunction and exhibit inconsistent responses to visual and auditory stimuli (functionally deafblind).

✱ Educational personnel and service providers serving at least one person from birth through age 21 who is deafblind.

✱ Parents, family members and care providers of individuals from birth through age 21 who are deafblind.

* * * * *

This brochure is funded through Title VI-B of the Individuals with Disabilities Education Act (IDEA).

SOME TYPICAL QUESTIONS ASKED

What is the purpose of the census?

- Based on the number of students on the census, the Arkansas Project for Children With Deafblindness receives funding to provide technical assistance and support to families, schools and agencies that provide services for students with deafblindness.

How do we request the services provided by the ansas Project for Children With Deafblindness?

- By contacting the Project staff at the address and/or phone number listed elsewhere in this brochure.

My student/child is identified as having multiple disabilities, not deafblind. May s/he still be on the Deafblind Census?

- Yes. Regardless of the student's identified disability, the student may be included on the census if s/he meets the criteria listed under "Who Should Be Included?"

Do we report only once a year?

- No. We would like updates on the students whenever they occur.

What about confidentiality?

- This reporting process completely complies with 34 Code of Federal Regulations 99.31 which permits the disclosure of information about students to state education agencies without parental consent.

WHEN DO I PROVIDE INFORMATION TO THE PROJECT?

For your convenience, we have developed a system that will allow you to notify our office if any changes occur in your population of students who are deafblind. Enclosed is a copy of the census notification form.

Please fill out this form and return it to our office whenever a student with deafblindness:

→ is identified in your school or agency as being eligible for inclusion on the census; or,

→ needs to be deleted from your school system's census for any reason, i.e., graduates, moves or reaches the age of 22.

On an annual basis, you will be requested to update and verify the accuracy of the student information on the census. This will be done through the forms provided to you at that time.

*****

All census forms and requests for information should be directed to:

Arkansas Project for Children
With Deafblindness
Arkansas Department of Education
Special Education
#4 Capitol Mall, Room 105C
Little Rock, AR 72201
Phone: (501) 682-4222
Fax: (501) 682-4313
e-mail: dtripcony@arkedu.k12.ar.us

BEST COPY AVAILABLE

ARKANSAS PROJECT FOR CHILDREN WITH DEAFBLINDNESS

WHY IDENTIFY CHILDREN WITH DEAFBLINDNESS?

Federal law, under Section 307.11 of the Individuals with Disabilities Education Act, mandates that each state identify and report children with deafblindness. Arkansas receives funds to provide technical assistance to families, teachers, schools and agencies that provide care for, or serve, students from birth to the age of 21 with deafblindness.

The Arkansas Project for Children with Deafblindness has identified many children with deafblindness who reside in Arkansas; however, in an effort to ensure that all children with deafblindness in Arkansas receive appropriate services, the Project has increased its efforts to identify these children throughout the State.

IMPORTANT: A student does not have to be identified as deafblind on the annual Child Count in order to be eligible for inclusion on the Deafblind Census.

***

For additional information on the Arkansas Deafblind Census, contact:

Darleen Riley Tripcony, Family Consultant
or
Barbara Haynes, Education Consultant
at
Arkansas Project for Children With Deafblindness
Arkansas Department of Education
Special Education
#4 Capitol Mall, Room 105C
Little Rock, AR 72201
Phone: (501) 682-4222
Fax: (501) 682-4313
e-mail: dtripcony@arkedu.k12.ar.us

WHO SHOULD BE INCLUDED?

Individuals who -

❖ are both blind and deaf as demonstrated by accurate vision and hearing tests.

❖ have hearing and visual impairments of a mild to severe degree and additional impairments.

❖ have been diagnosed with a degenerative condition which will affect vision and/or hearing acuity.

❖ have multiple disabilities due to central processing dysfunction who may demonstrate inconclusive responses during evaluations or in the natural environment.

Children aged two or younger who -

❖ are experiencing developmental delays in hearing and vision.

❖ have a diagnosed physical or mental condition that has a high probability of resulting in developmental delays in hearing and vision.

❖ are at risk of having substantial developmental delays in hearing and vision if early intervention services are not provided.

***

This Project is funded by the US Department of Education, Office of Special Education Programs, Grant #H025A20033, and is administered through the Arkansas Department of Education, Special Education.

WHO CAN USE THESE SERVICES?

✔ Educational personnel who work with individuals between the ages of birth and 21 years of age who have both vision and hearing impairments.

✔ Parents and family members, group home staff, and individual care providers of individuals between birth and 21 years of age with both vision and hearing impairments.

✔ Personnel from state and community agencies, medical programs and others who provide services to individuals with both vision and hearing impairments.

WHAT ARE SOME OF THE PROJECT ACTIVITIES?

✱ To identify, register and track individuals from birth through 21 years of age who have both vision and hearing impairments.

✱ To respond to individual requests for technical assistance in educational settings.

✱ To conduct training activities for parents and professionals.

✱To disseminate information regarding dual sensory impairments and Project activities.

✱ To maintain a materials resource center, including videotapes, books and articles for loan to parents and professionals.

PARENT RESOURCE DIRECTORY

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ARKANSAS SERVICE PROVIDERS FOR THE DEAFBLIND

ADVOCACY SERVICES, INC.
Evergreen Place, Suite 21
1100 N. University
Little Rock, AR 72207
Voice/TDD: (501) 296-1775
Voice/TDD: (800) 482-1174

THE ARC/ARKANSAS
(Formerly the Association for Retarded Citizens)
2000 Main Street
Little Rock, AR 72206
PH: (501) 375-7770

ARKANSAS ADVOCATES FOR CHILDREN AND YOUTH
931 Donaghey Bldg.
Little Rock, AR 72201
PH: (501) 371-9678

ARKANSAS ASSOCIATION FOR HEARING IMPAIRED STUDENTS
2000 S. Main, Suite 109
Little Rock, Arkansas 72206
PH: (501) 374-7010

ARKANSAS ASSOCIATION FOR THE DEAF
9005 Lew Drive
Little Rock, AR 72209
Voice/TDD: (501) 225-3949

ARKANSAS ASSOCIATION OF HUMAN DEVELOPMENT CENTER PARENTS
703 N. Bryan
Little Rock, AR 72205
PH: (501) 663-7764

ARKANSAS ASSOCIATION ON CHILDREN UNDER SIX
P. O. Box 54412, Brady Station
Little Rock, AR 72215
PH: (501) 227-6404

ARKANSAS CHAPTER OF THE MARCH OF DIMES/BIRTH DEFECTS
11700 Rainwood Road, Suite 4
Little Rock, AR 72212
PH: (501) 227-8385

ARKANSAS COALITION FOR THE HANDICAPPED
519 East Capitol
Little Rock, AR 72202
PH: (501) 376-3420

ARKANSAS COUNCIL OF THE BLIND
P. O. Box 4166
Little Rock, Arkansas 72204
PH: (501) 663-7171

ARKANSAS DEAF-BLIND COMMUNITY
4601 W. Markham
Little Rock, AR 72204
Voice/TTY: (501) 686-9685
answering machine
FAX: (501) 686-9685 (please say "for ADVC" at the top of note)
E-Mail: ualr.edu>(for President Bapin)

ARKANSAS DEAFBLIND PROJECT
Arkansas Department of Education
4 Capitol Mall, Room 105-C
Little Rock, AR 72201
PH: (501) 682-4222
FAX: (501) 682-4313
E-Mail:
bhaynes@arkedu.K12.ar.us

ARKANSAS DISABILITY COALITION
10002 West Markham, Suite B7
Little Rock, AR 72205
PH: (501) 221-1330

ARKANSAS EASTER SEAL SOCIETY
3920 Woodland Heights Road
P. O. Box 5418
Little Rock, AR 72212
PH: (501) 227-3600

ARKANSAS EPILEPSY SOCIETY
c/o AR Children's Hospital
800 Marshall
Little Rock, AR 72202
PH: (501) 320-3636

ARKANSAS HEAD INJURY FOUNDATION
P. O. Box 7138
Sherwood, AR 72124
PH: (800) 235-2443

ARKANSAS SPEECH AND HEARING ASSOCIATION
P. O. Box 3835
Little Rock, AR 72203
PH: (501) 843-8301

ARKANSAS SPECIAL OLYMPICS
201 W. Broadway
North Little Rock, AR 72114
PH: (501) 370-9307

THE ASSOCIATION FOR PERSONS With SEVERE HANDICAPS (ARTASH)
Arkansas Chapter
P. O. Box 250692
Little Rock, AR 72225

CENTRAL ARKANSAS LEGALS SERVICES, INC.
209 W. Capitol, Suite 36
Little Rock, AR 72201
PH: (501) 376-3423

FAMILY SUPPORT SERVICES
P. O. Box 697
Bentonville, AR 72712
PH: (501) 273-0338

GOVERNOR'S COMMISSION ON PEOPLE With DISABILITIES
1401 Brookwood
P. O. Box 3781
Little Rock, AR 72203
PH: (501) 682-6695

GOVERNOR'S DEVELOPMENTAL DISABILITIES PLANNING COUNCIL
4815 W. Markham, Slot 12
Little Rock, AR 72205-3867
PH: (501) 661-2399

INCREASING CAPABILITIES ACCESS NETWORK (ICAN)
2001 Brookwood, Suite 117
Little Rock, AR 72202
PH: (501) 666-8868 or (800) 828-2799

INDEPENDENT CASE MANAGEMENT, INC.
7509 Cantrell, Suite 205
Little Rock, AR 72205
PH: (501) 664-7254

INTERAGENCY COUNCIL ON SELF-SUFFICIENCY
P. O. Box 3811
Little Rock, AR 72203
PH: (501) 354-9595

LEARNING DISABILITIES ASSOCIATION OF ARKANSAS
P. O. Box 7316
Little Rock, AR 72217
PH: (501) 666-8777

LEGAL SERVICES OF ARKANSAS
615 W. Markham, Suite 200
Little Rock, AR 72201
PH: (501) 376-8015

LIONS INTERNATIONAL STATE OFFICE
Can provide eyeglasses and eye exams for eligible children and adults.
4309 West 7th
Little Rock, AR 72205
PH: (501) 666-1220

LIONS WORLD SERVICES FOR THE BLIND
2811 Fair Park Blvd.
Little Rock, AR 72204
PH: (501)664-7100

MAINSTREAM LIVING, INC.
1501 Main St., Suite 111
Little Rock, AR 72205
PH: (501) 371-0012
TDD: (501) 372-3575

NATIONAL FEDERATION FOR THE BLIND
Arkansas Chapter
508 S. Valentine
Little Rock, AR 72205
PH: (501) 666-2469

NATIONAL SOCIETY TO PREVENT BLINDNESS
Arkansas Division
2600 W. Markham
Little Rock, AR 72205
PH: (501) 661-0566

OUTREACH FOR INDEPENDENCE
6608 Hinson Road
Little Rock, AR 72209

PARENT TO PARENT
2724 Cantrell Road, Suite 203
Little Rock, AR 72202
PH: (501) 664-5553

SERTOMA CLUB

Little Rock, AR 722
PH: (501) 227-7417

SHRINE TEMPLE
1 Scimitar Circle
Little Rock, AR 72209
PH: (501) 565-5992

SPECIAL EDUCATION RESOURCE CENTER
1405 N. Pierce, Suite 101
Little Rock, AR 72207
PH: (501) 663-3835

U of A SPEECH & HEARING CLINIC
410 Arkansas Ave.
Fayetteville, AR 72701
PH: (501) 575-4509

UNITED CEREBRAL PALSY ASSOCIATION
10400 W. 36th
Little Rock, AR 72204
PH: (501) 224-6067

ASSISTIVE TECHNOLOGY ASSESSMENT CENTERS IN ARKANSAS

ARKANSAS TECHNOLOGY RESOURCE CENTER
Arkansas Easter Seals Society, Little Rock
Augmentative Communication, Computer Access
Ginny Heiple: (501) 663-8331

INVOTEK CORPORATION NWA TECHNOLOGY OUTREACH PROGRAM,
Fayetteville
Switches, Augmentative Communication, Adapted Toys, Computer Access
Missy Sweet: (501) 575-7659

LIONS WORLD SERVICES FOR THE BLIND,
Little Rock
Visual Impairment.
Jan Lynch: (501) 664-7100

THERAPEUTIC SCIENCES TECHNOLOGY OUTREACH PROGRAM (TSTOP)
(UCA), Conway
Augmentative Communication, Computer Access, Switches, Adapted Toys, Mobility, Positioning, Audiology
Linda Graham: (501) 450-3176

SPEECH AND HEARING CLINIC,
U of A - Fayetteville
Augmentative Communication
Barbara Shadden: (501) 575-4509

TECHNOLOGY OUTREACH PROGRAM FOR DEAF AND HARD OF HEARING,
UALR
Audiology, Hearing Impairment, Assisted Listening.
Karen Sbabo: (501) 320-3760

ARKANSAS UNIVERSITY AFFILIATED PROGRAM
(UAP), Little Rock
Southwest Arkansas
Roberta Sick: (501) 320-3760

If you are unable to contact a center, please call: Increasing Capabilities Access Network (ICAN) at 1-800-828-2799

CONSULTANTS FOR BEHAVIOR INTERVENTIONS

SHARON ADAMS
Dawson Education Service Co-op
711 Clinton Street
Arkadelphia, AR 71923
PH: (501) 246-7928
FAX: (501) 246-5892

RITA LEE
Northeast Ark. Ed. Co-op
206 S. Main St.
Strawberry, AR 72469
PH: (501) 528-3395
FAX: (501) 528-3396

MAUREEN BRADSHAW, COORDINATOR
Arch Ford Education Service
101 Bulldog Dr.
Plumerville, AR 72127
PH: (501) 354-2269
FAX: (501) 354-0167

JUNE MONTGOMERY
Arkansas River Education Co-op
221 S. Beech St.
Pine Bluff, AR 71601
PH: (501) 534-6129
FAX: (501) 538-2847

TERRY HENDERSON
DeQueen-Mena Education Co-op
P. O. Box 110
Gillham, AR 71841
PH: (501) 386-2251
FAX: (501) 386-7731

BEVERLY SMART
Arkansas Sp. Ed. Res. Ctr. (ASERC)
Forest Heights Building
1405 N. Pierce, Ste. 101
Little Rock, AR 72207
PH: (501) 663-3835
FAX: (501) 663-7363/1-800-482-8437

CHARLENA JOHNSTON
Southeast Arkansas Ed. Co-op
PO Box 3507-UAM
Monticello, AR 72656
PH: (501) 367-6848
FAX: (501) 367-9877

BETTY STOCKTON
Crowley's Ridge Ed. Co-op
PO Box 377
Harrisburg, AR 72432
PH: (501) 578-5426

VICKI JOHNSTON
Western Arkansas Co-op
Rt. 1, Box 104
Branch, AR 72929
PH: (501) 965-2191
FAX: (501) 965-2723

PATTI THOMAS
Northwest Ark. Ed. Serv. Co-op
409 N. Thompson
Springdale, AR 72764
PH: (501) 756-2803
FAX: (501) 756-0782

EDUCATIONAL SERVICES FOR THE HEARING IMPAIRED

ARKANSAS SCHOOL FOR THE DEAF
2400 W. MARKHAM PO BOX 3811
LITTLE ROCK, AR 72203
PH: (501) 324-9522
FAX: (501) 324-9599

State Coordinator: Marcella Della Rosa
Early Intervention/Preschool Supervisor: Linda Crumpler (PH: 501-324-9541)

Regional Hearing Consultants are located in the following Education Service Cooperatives:

ROXANNE BARKER
rch Ford Co-op
101 Bulldog Drive
Plumerville, AR 72127
PH: (501) 354-2269
FAX: (501) 354-0167

JENNIFER SMITH
Great Rivers Co-op
PO Box 2837
W. Helena, AR 723
PH: (501) 338-6461
FAX: (501) 338-7905
WM Office: (501) 732-8562

MARCELLA DELLA ROSA
Arkansas School for Deaf
2400 W. Markham
PO Box 3811
Little Rock, AR 72203
PH: (501) 324-9522
FAX: (501) 324-9599

LAURA NODURFTH
Arkansas River Co-op
912 W. 6th St.
Pine Bluff, AR 71603
PH: (870) 534-6129
FAX: (870) 534-2847

BEVERLY CHESSER
Arkansas School for Deaf
2400 W. Markham
PO Box 3811
Little Rock, AR 72203
PH: (501) 324-9522
FAX: (501) 324-9599

JOAN LOVE
Western Arkansas Co-op
Rt. 1, Box 104
Branch, AR 72928
PH: (501) 965-2191
FAX: (501) 965-2723

RICK McCLARRINON
Northwest Arkansas Co-op
409 N. Thompson
Springdale, AR 72764
PH: (501) 756-2803
FAX: (501) 756-0782

JO NELL PLAFCAN
Arkansas School for Deaf
2400 W. Markham
PO Box 3811
Little Rock, AR 72203
PH: (501) 324-9522
FAX: (501) 324-9599

LORETTE MANN-DALE
Southwest Arkansas Co-op
500 S. Spruce
Hope, AR 71801
PH: (870) 777-3076
FAX: (870) 777-5793

EDUCATIONAL SERVICES FOR THE VISUALLY IMPAIRED

Arkansas School for the Blind
2600 West Markham
PO Box 668
Little Rock, AR 72203
(501) 296-1815
FAX: (501) 663-3536

Preschool Services

Four Preschool consultants travel the state providing early intervention services to children who are visually impaired (birth - 5), their families and the professionals who serve them.

Serving Northwest Arkansas
Joan Rabjohn

Serving Northeast Arkansas
Janie Humphries

Serving Southeast Arkansas
Bette Parker

Serving Southwest Arkansas
Cindy Lester

For referrals or information, contact any one of the above preschool consultants or Bob Brasher at: (501) 296-1815

School-Age Services

Regional Vision Consultants are located in the following Education Service Cooperatives:

Serving Central Arkansas
Angyln Young
Arkansas School for the Blind
2600 W. Markham, Box 668
Little Rock, AR 72203
PH: (501) 296-1815
FAX: (501) 663-3536

Serving Northwest Arkansas
Chris Kline
Northwest Arkansas Educ. Co-op
PO Box 204
Springdale, AR 72765
PH: (501) 756-2803
FAX: (501) 756-0782

Serving Northeast Arkansas
Judy Lucius
Crowley's Ridge Educ. Co-op
PO Box 377
Harrisburg, AR 72432
PH: (501) 578-5426
FAX: (501) 578-5896

Serving Southwest Arkansas
Libby Swindle Bennett
Dawson Educ. Co-op
711 Clinton, Ste. 201
Arkadelphia, AR 71923
PH: (501) 246-7928
FAX: (501) 246-5892

Serving Southeast Arkansas
Ken Jewell
Arkansas River Educ. Co-op
912 West 6th St.
Pine Bluff, AR 71601
PH: (501) 534-6129
FAX: (501) 534-2847

Orientation and Mobility Specialists

Serving Northeast Arkansas
Calvin Churchwell

Serving Northwest Arkansas
Barbara W. Duty

Serving Southern Arkansas
Bonnie Smith

MAGAZINES, JOURNALS AND PERIODICALS RELATED TO DEAFBLINDNESS

DEAFBLIND AMERICAN
American Association of the Deaf-Blind (AADB)
814 Thayer Avenue, Suite 300
Silver Springs, MD 20910-4500
PH: (301) 588-6545
FAX: (301) 588-8705

DEAFBLIND EDUCATION
Free to members. Membership open to anyone. Annual $20.00 donation requested
International Association for the Education of Deafblind People (IAEDB)
c/o SENSE
1(13 Clifton Terrace
Finsbury Park
London, England N4 3SR

DEAF-BLIND PERSPECTIVES
Teaching Research Division
345 N. Monmouth Ave.
Monmouth, OR 97361
PH: (503) 838-8885 (ask for Randy Klumph)
TTY: (503)838-8821
FAX: (503) 838-8150
E-Mail: klumphr@fstr.wou.edu
Published 3 times yearly

EXCEPTIONAL PARENT
P. O. Box 3000, Dept. EP
Denville, NJ 07834-9919

NEW WAYS
P. O. Box 5072
Evanston, IL 60204

NATIONAL REHABILITATION INFORMATION CENTER
Puts out a newsletter of disability and rehabilitation research resources
8455 Colesville Road, Suite 935
Silver Springs, MD 20910-3319

RP MESSENGER
"RP Messenger" is a newsletter produced by TARP about Retinitis Pigmentosa. It also includes a certain amount of information about Usher's Syndrome.
Texas Association of Retinitis Pigmentosa, Inc. (TARP)
P. O. Box 8388
Corpus Christi, TX 78468-8388
Voice/TDD/FAX: (512) 852-851

SPECIAL PARENT/SPECIAL CHILD
Lindell Press, Inc.
P. O. Box 462
South Salem, NY 10590

USHER AROUND THE WORLD
$16 per year
c/o Kathie Anderson
P. O. Box 17318
Minneapolis, MN 55417

NATIONAL SERVICE PROVIDERS

THE AMERICAN ASSOCIATION OF THE DEAF-BLIND (AADB)
814 Thayer Avenue, Room 302
Silver Springs, MD 20910
FAX: (301) 588-6545
E-Mail: aadb@erols.com

THE CHARGE SYNDROME FOUNDATION, INC.
c/o Marion A. Norbury
2004 Parkade
Columbia, MO 65202-3121
PH: (800) 422-7604
FAX: (573) 499-4694
E-Mail:
mnorbyry@nauk.ciub.nussiyru.ede

DB-LINK HEADQUARTERS
Teaching Research Division
Western Oregon State College
345 North Monmouth Ave.
Monmouth, OR 97361
PH: (800) 438-9376
FAX: (503) 838-8150
TTY: (800) 854-7013
E-Mail: dblink@tr.wosc.osshe.edu

DEAF-BLIND MAILING LIST
The purpose of this electronic list is to share information, inquires, ideas and opinions on matters pertaining to Deaf-Blindness. This list is open to professionals, persons who are deaf-blind, and to their families and friends. To subscribe, send the following command: (leave subject line blank if possible):

SUBscribe DEAFBLIND
<firstname lastname>
Send to: listserv@tr.wou.edu

HELEN KELLER NATIONAL CENTER - Technical Assistance Center (HKNC-TAC)
A National training and technical assistance project which assists the transition of youth who are deaf-blind as they leave the educational system and move to adult life in the community. Parents and other family members can also receive technical assistance to increase their effectiveness in supporting the transition of their young adult family member who is deaf-blind, as he or she goes from school to adult life. HKNC-TAC also publishes a project newsletter.

Helen Keller National Center
Headquarters
111 Middle Neck Road
Sands Point, NY 10050
Voice/TTY: (516)944-7302
FAX: (516) 944-7302

Helen Keller National Center
South Central Region VI
4455 LBJ Freeway
LB #3, Suite 814
Dallas, TX 75244-5998
Voice/TTY: (972) 490-9677
FAX: (972) 490-6042

NATIONAL COUNCIL ON THE HANDICAPPED
800 Independence Avenue, SW
Suite 184
Washington, DC 20591

NATIONAL COUNCIL ON INDEPENDENT LIVING
2539 Telegraph Avenue
Berkeley, CA 94704
PH: (415) 849-1243

NATIONAL DISABILITY ACTION CENTER
1101 15th Street, NW
Washington, DC 20005
PH: (202) 775-9231

BOYS TOWN NATIONAL RESEARCH HOSPITAL, GENETICS DEPARTMENT
555 N. 30th Street
Omaha, NE 68131
Voice/TTY: (800) 835-1468
FAX: (402) 498-6331

THE NATIONAL FAMILY ASSOCIATION FOR DEAF-BLIND
A non-profit organization established to advocate for all persons who are deaf-blind of any chronological age and cognitive ability. NFADB provides information, resources, and referrals to individuals who are deaf-blind, families and professionals. It also publishes an informative tri-annual newsletter.

The National Family Association for Deaf-Blind
South Central Region V
303 Rice Street
Little Rock, AR 72205
PH/FAX: (501) 374-5805

NATIONAL INFORMATION CENTER FOR CHILDREN AND YOUTH WITH DISABILITIES
NICHCY collects and shares information and ideas that are helpful to children and youth who are disabled and the people who care for and about them. Anyone may contact NICHCY for information and referral. All information and services are provided free of charge.

NICHCY
P. O. Box 1492
Washington, DC 20013-1492
Voice/TTY: (800) 695-0285
Voice/TTY: (202) 884-8200
FAX: (202) 884-8441
E-Mail: niccy@capcon.net

NATIONAL ASSOCIATION OF PRIVATE RESIDENTIAL FACILITIES FOR THE MENTALLY RETARDED
4200 Evergreen Land, Suite 315
Annadale, VA 22003
PH: (703) 642-6614

NATIONAL ASSOCIATION OF PRIVATE SCHOOLS FOR EXCEPTIONAL CHILDREN (NAPSEC)
1625 I Street, Suite 506
Washington, DC 20006
PH: (202) 223-2192

NATIONAL BAR ASSOCIATION CENTER ON CHILDREN AND THE LAW
1800 M. Street NW, Suite 300
Washington, DC 20036
PH: (202) 331-2250

NATIONAL CATHOLIC OFFICE FOR PERSONS WITH DISABILITIES
P. O. Box 20017

PH: (202) 259-2933

NATIONAL CENTER FOR LAW AND THE DEAF
Gallaudet University
800 Florida Avenue, NE
Washington, DC 20002
Voice/TDD: (202) 651-5373

THE NATIONAL CLEARINGHOUSE ON POST-SECONDARY EDUCATION FOR INDIVIDUALS WITH DISABILITIES
The HEATH Resource Center is a clearinghouse which operated under a congressional legislative mandate to collect and disseminate information about disability issues in post-secondary education.

HEATH Resource Center
One Dupont Circle, Suite 800
Washington, DC 20036-1193
Voice/TTY: (800) 544-3284
Voice/TTY: (202) 939-9320
FAX: (202) 833-4760
E-Mail: heath@ace.nche.edu

NATIONAL NETWORK OF PARENTS ON NEC*TAS
(National Early Childhood Technical Assistance System)
Federation for Children with Special Needs
95 Berkeley Street
Boston, MA 02116
PH: (617) 482-2915

NATIONAL ORGANIZATION ON DISABILITY
910 16th Street NW, Suite 800
Washington, DC 20006
PH: (202) 293-5960

NATIONAL PARENT NETWORK ON DISABILITIES
1600 Prince Street, Suite 115
Alexandria, VA 22314
PH: (703) 684-6763

NATIONAL PARENT RESOURCE CENTER
Provides National coordination With regional groups
Federation for Children With Special Needs
95 Berkeley Street, Suite 104
Boston, MA 02116
PH: (617) 482-2915

NATIONAL REHABILITATION INFORMATION CENTER
Puts out a newsletter of disability and rehabilitation research resources
8455 Colesville Road, Suite 935
Silver Springs, MD 20910-3319

TEACHING RESEARCH ASSISTANCE TO CHILDREN EXPERIENCING SENSORY IMPAIRMENTS (TRACES)
Teaching Research
345 Monmouth Ave
Monmouth, OR 97361
Voice: (505) 838-8807
TTY: (800) 854-7013
FAX: (503) 838-8150
E-Mail:
73324.2141@compuserve.com

NATIONAL TECHNICAL ASSISTANCE CONSORTIUM HEADQUARTERS
111 Middle Neck Road
Sands Point, NY 11050
PH: (516) 944-8900
FAX: (516) 944-8751

AMERICAN FOUNDATION FOR THE BLIND
111 Penn Plaza, Suite 300
New York, NY 10001
PH: (212) 502-7600
TTY: (212) 502-7662
FAX: (212) 502-7777

U.S. DEPARTMENT OF EDUCATION, OFFICE OF SPECIAL EDUCATION, SEVERE DISABILITIES BRANCH (OSEP)
The Office of Special Education Programs is the principal agency for administering and carrying out the Individuals With Disabilities Education Act (IDEA)(formerly the Education of the Handicap Act), and other programs and activities concerning the education and training of children With disabilities. OSEP supports state educational agencies and local school districts in implementing the nation's special education mandates through a system of financial support, monitoring oversight, policy support, and technical assistance.

Thomas Hehir, Director
U. S. Department of Education
Office of Special Education Programs
400 Maryland Ave. SW
Washington, DC 20202
Voice: (202) 205-5507

U. S. DEPARTMENT OF EDUCATION, OFFICE OF SPECIAL EDUCATION PROGRAMS, SEVERE DISABILITIES BRANCH, SERVICE FOR CHILDREN With DEAF-BLINDNESS PROGRAM (IDEA), PART C; SECTION 622; CFDA 84.025)
The purpose of the Services for Children With Deaf-Blindness Program is to support projects that assist states in assuring the provision of early intervention to children and youth who are deaf-

blind; to provide technical assistance to agencies that are preparing adolescents who are deaf-blind for adult placement; and to support research, development, replication, pre-service and in-service training, parental involvement activities, and other activities to imporve services to children who are deaf-blind.

Charles Freeman
U. S. Department of Education
Office of Special Education Programs
Severe Disabilities Branch
400 Maryland Ave. SW
Washington, DC 20202
Voice: (202) 205-8165

RESPITE CARE

Respite care offers family members the supervised care of individuals with handicaps on a temporary, periodic basis. The care may be by the hour, day, weekend, or week, and may be provided in the individual's home or at a local agency. For eligible individuals, the service may be funded by Developmental Disabilities Services (DDS) or Children's Medical Service (CMS).

ARCH NATIONAL RESOURCE CENTER
(Ask for information about respite)
PH: (800) 473-1727

CHILDREN'S MEDICAL SERVICES
c/o Bruce Whitten
PO Box 1437, Slot 526
Little Rock, AR 72203
PH: (501) 682-8207

DEVELOPMENTAL DISABILITIES SERVICES
c/o Sherill Archer
7th and Main St.
Little Rock, AR 72203-1437
PH: (501) 682-8699

NATIONAL RESPITE LOCATOR SERVICE
PH: (800) 773-5433

STATE AGENCIES, STATE OPERATED/SUPPORTED PROGRAMS

ARKANSAS DEPARTMENT OF HUMAN SERVICES
DIVISION OF SERVICES FOR THE BLIND (DSB)
522 Main Street, Suite 100
Little Rock, AR 72201
PH: (501) 682-0073

ARKANSAS DEPARTMENT OF HUMAN SERVICES
OFFICE FOR THE DEAF AND HEARING IMPAIRED (ODHI)
5326 West Markham, Suite 1
Little Rock, AR 72201
PH: (501) 296-1892

ARKANSAS SCHOOL FOR THE BLIND
2600 W. Markham
PO Box 668
Little Rock, AR 72203
PH: (501) 296-1810

ARKANSAS SCHOOL FOR THE DEAF
2400 W. Markham
PO Box 3811
Little Rock, AR 72203
PH: (501) 324-9506

ARKANSAS EASTER SEAL SOCIETY
3920 Woodland Heights Rd.
Little Rock, AR 72212-2495
PH: (501) 227-3600

INPATIENT CHILDREN'S REHABILITATION CENTER
2801 Lee Avenue
Little Rock, AR 72205
PH: (501) 663-8331

ARKADELPHIA HUMAN DEVELOPMENT CENTER
PO Box 70
Arkadelphia, AR 71923
PH: (501) 246-8011

CONWAY HUMAN DEVELOPMENT CENTER
150 East Siebenmorgan Road
Conway, AR 72032-4002
PH: (501) 329-6851

DEVELOPMENT DISABILITIES SERVICES
PO Box 9150
DPN - 5th Floor
7th and Main Street
Little Rock, AR 72203-1437

SOUTHEAST AR HUMAN DEV. CENTER
#1 Center Circle
Warren, AR 71671
PH: (501) 226-6774

BEST COPY AVAILABLE

JONESBORO HUMAN DEVELOPMENT CENTER
4201 Colony Dr.
Jonesboro, AR 72401
PH: (501) 932-5594

DEPARTMENT OF CORRECTIONS
PO Box 8707
Pine Bluff, AR 71611-8707
PH: (870) 879-5594

ALEXANDER HIGH SCHOOL
1501 Woody Dr.
Alexander, AR 72002
PH: (501) 847-3091

TOLL-FREE NUMBERS

A

AASK America - Aid to Adoption of Special Kids	(800) 447-5400
Advocacy Services, Inc.	(800) 482-1174
Adult Protective Services	(800) 482-8049
Alliance of Genetic Support Groups	(800) 336-GENE
AIDS Hotline	(800) 342-2437
American Association on Mental Retardation	(800) 424-3688
American Council of the Blind	(800) 424-8666
American Foundation for the Blind	(800) 232-8299 *
American Kidney Fund	(800) 638-8299
American Paralysis Association	(800) 527-0321
American Speech, Language, Hearing Association	(800) 638-8255
Arkansas Health Counseling for Women	(800) 272-3283
Association of Heart Patients Heartline	(800) 241-6993
AT&T National Speech Needs Center	(800) 233-1222

B

Beech Nut Hotline (Information on infant-related subjects)	(800) 523-6633
Better Hearing Helpline	(800) 424-8576

C

Center for Special Education Technology	(800) 345-TECH
Children's Defense Fund	(800) 424-9602
Consumer Product Safety Commission	(800) 638-2772
Consumer Protection	(800) 482-8982
Cornelia de Lange Syndrome Foundation	(800) 522-7222

D

Dial-A-Hearing Screening Test	(800) 222-3277

E

Epilepsy Information Line	(800) 426-0660

G

Gallaudet Research Institute (Hearing Resource)	(800) 451-8834

H

Higher Education and the Handicapped	(800) 54-HEATH
Human Growth Foundation	(800) 451-6434

I

IBM National Support Center for Persons with Disabilities	(800) 426-2133
International Shriners Headquarters	(800) 237-5055

L

Lawyer Referral	(800) 482-9406
Lung Disease (Information about research and treatments available)	(800) 222- LUNG

M

Medicare Services - Part B	(800) 482-9406
Medicaid Recipients Information	(800) 482-5431

N

National Association for Hearing and Speech Action	(800) 638-8255
National Association for Parents of the Visually Impaired	(800) 562-6265
National Association on Mental Retardation (The ARC)	(800) 433-5255
National Crisis Center for the Deaf (TDD only)	(800) 446-9876
National Down Syndrome Society	(800) 221-4602
National Easter Seal Society	(800) 221-6827
National Eye Care Project	(800) 222-3937
National Health Information Clearinghouse	(800) 336-4797
National Hearing Aid Society	(800) 521-5247
National Information Center for Children and Youth with Handicaps	(800) 999-5599
National Information Center for Educational Media	(800) 421-8711
National Information Center for Orphan Drugs and Rare Diseases	(800) 456-3505
National Information System and Clearinghouse	(800) 922-9234
National Organization for Rare disorders (NORD)	(800) 999-NORD
National Organization on Disability	(800) 248-ABLE
National Rehabilitation Information Center (NARIC)	(800) 34-NARIC
National Retinitis Pigmentosa Foundation	(800) 638-2300
National Special Needs Center	(800) 233-1222
National Adolescent Suicide Hotline	(800) 621-4000

O

Occupational Hearing Services (OHS)	(800) 222-EARS
Office of Cancer Communications (National Cancer Institute)	(800) 4-CANCER

P

Parent/Family Information and Support	(800) 922-9234

R

RP Foundation Fighting Blindness	(800) 638-2300
Research! America	(800) 366-2873
Retinitis Pigmentosa International Society for Degenerative Eye Diseases	(800) 344-4877

S

Second Surgical Opinion	(800) 638-6833
Social Security Administration	(800) 445-5184
Special Needs Parent Information Network (SPIN)	(800) 325-0220

T

Tripod Service for Hearing Impaired	(800) 352-8888

U

UCPA, Inc. National Office	(800) USA-5UCP
United Cerebral Palsy Association, Inc.	(800) USA-IUCP
U.S. Equal Employment Opportunity Commission	(800) 442-5882

To get directory assistance for a toll-free number call:
(800) 555-1212

TRANSITION SPECIALISTS BY EDUCATION SERVICE COOPERATIVE REGION

I. WILBUR MILLS, CROWLEY'S RIDGE, GREAT RIVERS
Deborah Bland, Transition Specialist
Great Rivers Education Service Co-op
PO Box 2837
West Helena, AR 72390
PH: (501) 338-6461
FAX: (501) 338-7905

II. NORTH CENTRAL, NORTHEAST, OZARK UNLIMITED RESOURCES (O.U.R.)
Rosalie Leighton, Transition Specialist
Crowley's Ridge Education Co-op
PO Box 377
Harrisburg, AR 72432
PH: (501) 578-5426
FAX: (501) 578-5896

III. ARCH FORD, NORTHWEST, WESTERN
Brook Knapp, Transition Specialist
Arch Ford Education Service Co-op
101 Bulldog Dr.
Plumerville, AR 72127
PH: (501) 354-2269
FAX: (501) 354-0167

IV. PULASKI COUNTY
Bronwyn Palmer, Transition Specialist
Department of Education - Special Education
#4 Capitol Mall, Room 105-C
Little Rock, AR 72201-1071
PH: (501) 682-4299
FAX: (501) 682-4313

V. DAWSON, DEQUEEN/MENA, SOUTHWEST
Kay Sirmon, Transition Specialist
DeQueen/Mena Education Service Co-op
PO Box 110 Hornbeck Road
Gillham, AR 71814
PH: (501) 386-2251
FAX: (501) 386-7731

VI. ARKANSAS RIVER, SOUTH CENTRAL, SOUTHEAST
Danny Osburne, Transition Specialist
Department of Education - Special Education
#4 Capitol Mall, Room 105-C
Little Rock, AR 72201-1071
PH: (501) 682-4299
FAX: (501) 682-4313

Parent Resource Guide
is published by the

Arkansas Project for Children With Deaf-Blindness
Arkansas Department of Education, Special Education
#4 Capitol Mall, Room 105-C
Little Rock, Arkansas 72201
501-682-4222

Catalog

Deafblind Project Resource Library

Offered By:

Arkansas Department of Education, Special Education

Articles

Title:	**Project of Youth with Deaf and Blindness**
Index Number:	A001
Author:	Judi Baumgurner and Terrence Ladigan
Publisher:	
Category:	Article
Group:	
DB Specific:	
Books Location:	
Comments:	

Title:	**For Students with Disabilities**
Index Number:	A002
Author:	Bob Cannon and Susan Chapman Smith
Publisher:	
Category:	Article
Group:	
DB Specific:	
Books Location:	
Comments:	

Title:	**Schools Are For All Kids Reunion**
Index Number:	A003
Author:	Blair Roger and Meredith Flowers
Publisher:	
Category:	Article
Group:	
DB Specific:	
Books Location:	
Comments:	

Title:	**Development List of Natural Resources (2)**
Index Number:	A004
Author:	
Publisher:	
Category:	Article
Group:	
DB Specific:	
Books Location:	
Comments:	

Title:	**A Collection of Readings on Deaf/Blindness**
Index Number:	A005
Author:	Compiled by Texas Deaf-Blind Outreach
Publisher:	Texas Education Agency (1995)
Category:	Article
Group:	General
DB Specific:	Yes
Books Location:	
Comments:	Topics include: education, hearing, vision, communication, behavior, health, technology and transitions

Title:	**Intervener Project**
Index Number:	A006
Author:	Deaf-Blind Outreach Program
Publisher:	Texas School for the Blind and Visually Impaired (1993)
Category:	Article
Group:	In-house
DB Specific:	Yes
Books Location:	
Comments:	A report of a meeting of families and professionals to discuss the roles of an intervener

Books

Title:	**Parent Training Modules Volume 1**
Index Number:	B001
Author:	Mary Anketell, et al.
Publisher:	TASH - TA and Great Lakes Area Regional Center (1990)
Category:	Book
Group:	Trainers
DB Specific:	Yes
Books Location:	
Comments:	Designed for personnel who train parents of children who are deafblind in intervention strategies and educational services.
Title:	**Service Provider Training Modules**
Index Number:	B002
Author:	Mary Anketell, et at.
Publisher:	TASH - TA and Great Lakes Area Regional Center (1990)
Category:	Book
Group:	Trainers
DB Specific:	Yes
Books Location:	
Comments:	Designed for personnel who train service providers of children and youth with deafblindness.
Title:	**Children Assisted by Medical Technology in Educational Settings: Guidelines for Care**
Index Number:	B003
Author:	Marilynn Haynie, M.D., Judith S. Palfrey, M.D. and Stephanie M. Porter, R.N.
Publisher:	Project School Care, The Children's Hospital, Boston (1989)
Category:	Book
Group:	Service Providers
DB Specific:	
Books Location:	
Comments:	Guidelines for schools and communities to help promote the safety and functioning of children with chronic illness, physical disability, or medical dependency.
Title:	**Training Guide for Social Security Work Incentives**
Index Number:	B004
Author:	Project Sets
Publisher:	Georgia State University (1994)
Category:	Book
Group:	General
DB Specific:	
Books Location:	
Comments:	Provides information on SSDI and SSI work incentive programs.

Title:	**Meeting the Needs of Youth with Disabilities**
Index Number:	B005
Author:	Marlene Simon, Brian Cobb, Michael Norman, and Patricia Bourexis
Publisher:	National Transition Network, (1994)
Category:	Book
Group:	Educators
DB Specific:	
Books Location:	
Comments:	A handbook for implementing community-based vocational education programs.
Title:	**Year of the Family - 1995**
Index Number:	B006
Author:	Rose Raska, et al.
Publisher:	Florida Department of Education (1995)
Category:	Book
Group:	Educators
DB Specific:	
Books Location:	
Comments:	An educator's resource guide designed to promote the involvement of families in education.
Title:	**Their Future is in Our Hands**
Index Number:	B007
Author:	Kathleen Stremel, et al.
Publisher:	University of Southern Mississippi (1992)
Category:	Book
Group:	Parents
DB Specific:	Yes
Books Location:	
Comments:	A manual for parents of children with multiple disabilities, including deafblindness
Title:	**Best Practices for Parent Involvement**
Index Number:	B008
Author:	Parent Involvement Program Committee
Publisher:	Jefferson Co., KN, Public Schools (1994)
Category:	Book
Group:	School Staff
DB Specific:	
Books Location:	
Comments:	A guide for involving parents in their child's education program

Title:	**Implementing Augmentative and Alternative Communication: Strategies for Learner's with Severe Disabilities**
Index Number:	B009
Author:	Joe Reichle, Ph.D., Jennifer York, Ph.D., P.T., and Jeff Sigaford, Ph.D.
Publisher:	Paul H. Brookes Publishing Co. (1991)
Category:	Book
Group:	Educators
DB Specific:	
Books Location:	
Comments:	Specific information about how to teach beginning communication skills to learners with moderate to severe and multiple disabilities of any ages.
Title:	**Educators' Guide to Promote Involvement of Families in Education**
Index Number:	B010
Author:	Joanne Scathero and Clenteria Knight
Publisher:	
Category:	Book
Group:	
DB Specific:	
Books Location:	
Comments:	
Title:	**Guideline for Effective Mainstreaming in Science**
Index Number:	B011
Author:	Margo A. Mastropieri and Thomas E. Scruggs
Publisher:	Purdue Research Foundation (1993)
Category:	Book
Group:	Science Teachers
DB Specific:	
Books Location:	
Comments:	A guide for teachers who have special education students in their science classes.
Title:	**Teaching Students with Oral Sensory Impairments**
Index Number:	B012
Author:	Jennifer Leatherby and Teresa Wasson
Publisher:	
Category:	Book
Group:	Students
DB Specific:	
Books Location:	
Comments:	

Title:	**Choosing Options and Accomodations for Children (COACH)**
Index Number:	B013
Author:	Michael F. Giangreco, Chigee J. Cloninger, and Virginia Salce Iverson
Publisher:	Paul H. Brookes Publishing Co. (1993)
Category:	Book
Group:	Education
DB Specific:	
Books Location:	
Comments:	A guide to planning inclusive education
Title:	**The INSITE Developmental Checklist Ages 0-6**
Index Number:	B014
Author:	Elizabeth Morgan
Publisher:	HOPE, Inc. (1989)
Category:	Book
Group:	Parent Advisors
DB Specific:	Yes
Books Location:	
Comments:	A comprehensive developmental checklist for infants and young children with sensory impairments and multiple disabilities ages 0-6.
Title:	**The INSITE Developmental Checklist (Short Version)**
Index Number:	B015
Author:	Elizabeth Morgan
Publisher:	HOPE, Inc.
Category:	Book
Group:	Parent Advisors
DB Specific:	Yes
Books Location:	
Comments:	A comprehensive developmental checklist for infants and young children with sensory impairments and multiple disabilities ages 0-2.
Title:	**INSITE National Data Support 1992-93**
Index Number:	B016
Author:	Don Barringer
Publisher:	Utah State University (1994)
Category:	Book
Group:	General
DB Specific:	Yes
Books Location:	
Comments:	A compilation of demographic and developmental data and change indices regarding children receiving INSITE services.

Title:	**Compendium 1989-91: A Research Manual**
Index Number:	B016
Author:	Resource Center for Children with Chronic Illness and Disability
Publisher:	Universtiy of Minnesota - Minneapolis
Category:	Book
Group:	General
DB Specific:	
Books Location:	
Comments:	A list of federally funded research projects (1989-91) which focus on children, youth, and families living with chronic illness and disabilities.
Title:	**The Management of Home-Based Programs for Infant, Toddler and Preschool Age Children with Disabilities (2 copies)**
Index Number:	B017
Author:	Susan Watkins, Ed. D.
Publisher:	Utah State University (1989)
Category:	Book
Group:	Service Providers
DB Specific:	
Books Location:	
Comments:	A general handbook for developing and implementing a home-based early intervention program.
Title:	**Home-Based Programming for Families of Handicapped Infants and Young Children (2 copies)**
Index Number:	B018
Author:	SKI*HI Institute
Publisher:	Utah State University (1989)
Category:	Book
Group:	Parent Advisors, Early Interventionists
DB Specific:	
Books Location:	
Comments:	A manual for parent advisors and other home intervenors for families of infants and young children with disabilities
Title:	**Communication Interactions Among Learners with Severe Handicaps**
Index Number:	B019
Author:	Ellen Seigel-Causey and Doug Guess
Publisher:	
Category:	Book
Group:	
DB Specific:	
Books Location:	
Comments:	

Title:	**Journal of the Association for Persons with Severe Handicaps (Vol. 13, #3)**
Index Number:	B020
Author:	
Publisher:	TASH (1988)
Category:	Book
Group:	General
DB Specific:	
Books Location:	
Comments:	A collection of articles and book reviews regarding disability issues.
Title:	**Journal of the Association for Persons with Severe Handicaps (Vol. 13, #4)**
Index Number:	B021
Author:	
Publisher:	TASH (1988)
Category:	Book
Group:	General
DB Specific:	
Books Location:	
Comments:	A collection of articles and book reviews regarding disability issues.
Title:	**Journal of the Association for Persons with Severe Handicaps (Vol. 14., #1)**
Index Number:	B022
Author:	
Publisher:	TASH (1989)
Category:	Book
Group:	General
DB Specific:	
Books Location:	
Comments:	A collection of articles and book reviews regarding disability issues.
Title:	**Journal of the Association for Persons with Severe Handicaps (Vol., 14, #2)**
Index Number:	B023
Author:	
Publisher:	TASH (1989)
Category:	Book
Group:	General
DB Specific:	
Books Location:	
Comments:	A collection of articles and book reviews regarding disability issues.

Title:	**Journal of the Association for Persons with Severe Handicaps (Vol. 14, #3)**
Index Number:	B024
Author:	
Publisher:	TASH (1989)
Category:	Book
Group:	General
DB Specific:	
Books Location:	
Comments:	A collection of articles and book reviews regarding disability issues.
Title:	**Journal of the Association for Persons with Severe Handicaps (Vol. 14, #4)**
Index Number:	B025
Author:	
Publisher:	TASH (1989)
Category:	Book
Group:	General
DB Specific:	
Books Location:	
Comments:	A collection of articles and book reviews regarding disability issues.
Title:	**Journal of the Association for Persons with Severe Handicaps (Vol. 15, #1)**
Index Number:	B026
Author:	
Publisher:	TASH (1990)
Category:	Book
Group:	General
DB Specific:	
Books Location:	
Comments:	A collection of articles and book reviews regarding disability issues.
Title:	**Journal of the Association for Persons with Severe Handicaps (Vol. 15, #2)**
Index Number:	B027
Author:	
Publisher:	TASH (1990)
Category:	Book
Group:	General
DB Specific:	
Books Location:	
Comments:	A collection of articles and book reviews regarding disability issues.

Title:	**Journal of the Association for Persons with Severe Handicaps (Vol. 15, #3)**
Index Number:	B028
Author:	
Publisher:	TASH (1990)
Category:	Book
Group:	General
DB Specific:	
Books Location:	
Comments:	A collection of articles and book reviews regarding disability issues.
Title:	**Journal of the Association for Persons with Severe Handicaps (Vol. 15, #4)**
Index Number:	B029
Author:	
Publisher:	TASH (1990)
Category:	Book
Group:	General
DB Specific:	
Books Location:	
Comments:	A collection of articles and book reviews regarding disability issues.
Title:	**Journal of the Association for Persons with Severe Handicaps (Vol. 17, #4)**
Index Number:	B030
Author:	
Publisher:	TASH (1992)
Category:	Book
Group:	General
DB Specific:	
Books Location:	
Comments:	A collection of articles and book reviews regarding disability issues.
Title:	**Journal of the Association for Persons with Severe Handicaps (Vol. 18, #1)**
Index Number:	B031
Author:	
Publisher:	TASH (1993)
Category:	Book
Group:	General
DB Specific:	
Books Location:	
Comments:	A collection of articles and book reviews regarding disability issues.

Title:	**Planning Today - Creating Tomorrow (2 copies)**
Index Number:	B032
Author:	Stevely, Houghton, Goehl and Bailey
Publisher:	Indiana State University (1995)
Category:	Book
Group:	Parents Educators
DB Specific:	Yes
Books Location:	
Comments:	A guide to transition, developed by the Indiana Deaf - Blind Services Project and HFNC - TAC
Title:	**Journal of the Association for Persons with Severe Handicaps (Vol. 18, #2)**
Index Number:	B033
Author:	
Publisher:	TASH (1993)
Category:	Book
Group:	General
DB Specific:	
Books Location:	
Comments:	A collection of articles and book reviews regarding disability issues.
Title:	**Journal of the Association for Persons with Severe Handicaps (Vol. 18, #3)**
Index Number:	B034
Author:	
Publisher:	TASH (1993)
Category:	Book
Group:	General
DB Specific:	
Books Location:	
Comments:	A collection of articles and book reviews regarding disability issues.
Title:	**Annual Report 1994-95**
Index Number:	B035
Author:	Advisory Council for the Education of Children with Disabilities
Publisher:	Arkansas Department of Education (1995)
Category:	Book
Group:	General
DB Specific:	
Books Location:	
Comments:	

Title:	**Teaching Children with Special Needs in Inclusive Settings**
Index Number:	B036
Author:	Smith, Polloway, Patton & Dowdy
Publisher:	Allyn & Bacon (1995)
Category:	Book
Group:	Higher Ed.
DB Specific:	
Books Location:	
Comments:	A textbook for training teachers for inclusive education
Title:	**Innovative Programming Design for Individuals with Sensory Impairments**
Index Number:	B037
Author:	Mary A. Falvey
Publisher:	
Category:	Book
Group:	
DB Specific:	
Books Location:	
Comments:	
Title:	**Instructions for Students with Severe Handicaps**
Index Number:	B038
Author:	Mary A. Falvey
Publisher:	
Category:	Book
Group:	
DB Specific:	
Books Location:	
Comments:	
Title:	**From Birth to 5: Serving the Youngest Handicapped Children**
Index Number:	B039
Author:	Roberta Weiner and Jane Koppelman
Publisher:	Capitol Publications, Inc. (1987)
Category:	Book
Group:	Early Childhood Educators, Early Interventionists
DB Specific:	
Books Location:	
Comments:	A special report that describes innovative programs for children 0-5 with disabilities.

Title:	**Extraordinary Children, Ordinary Lives**
Index Number:	B040
Author:	Reed Martin, JD
Publisher:	Research Press (1991)
Category:	Book
Group:	Parents, Educators
DB Specific:	
Books Location:	
Comments:	10 case studies that illustrate the basic principles for understanding special education law.
Title:	**Early Invention for Young Children with Autism**
Index Number:	B041
Author:	Dunlap, Robbins, Dollman and Plienis
Publisher:	Marshall University (1988)
Category:	Book
Group:	Service Providers, Educators
DB Specific:	
Books Location:	
Comments:	A model for regional service delivery for young children with autism and their families.
Title:	**Interpreter-Tutor: A Manual for Volume II of the "You and Me" Video Series**
Index Number:	B042
Author:	Robin Greenfield, Joyce Ford and Bud Friedricks
Publisher:	Teaching Research Division (1996)
Category:	Book
Group:	Parents, Educators
DB Specific:	Yes
Books Location:	
Comments:	An illustration of the roles of the interpreter-tutor.
Title:	**Etiologies and Characteristics of Deaf-Blindness**
Index Number:	B043
Author:	Kathryn Wolff Heller, R.N., Ph. D. and Cheryl Kennedy
Publisher:	TRACES Project (1994)
Category:	Book
Group:	General
DB Specific:	Yes
Books Location:	
Comments:	A monograph to provide a better understanding of the terminology and major causes of deafblindness.

Title:	**Profiles: Individuals with Deafblindness**
Index Number:	B044
Author:	Lisa E. Edwards, Karen S. Goehl and Larry A. Gordon
Publisher:	Indiana Deaf-Blind Services Project, Indiana University (1992)
Category:	Book
Group:	General
DB Specific:	Yes
Books Location:	
Comments:	A monograph of biographical sketches based on the etiologies of deafblindness
Title:	**Transition Services for Youth Who Are Deafblind**
Index Number:	B045
Author:	Jane M. Everson, Ph. D.
Publisher:	Helen Keller National Center - Technical Assistance Center (1995)
Category:	Book
Group:	Parents, Educators
DB Specific:	Yes
Books Location:	
Comments:	A model for the transition of individuals with deafblindness into community settings.
Title:	**A Model Service Delivery System for Persons Who Are Deaf-Blind**
Index Number:	B046
Author:	Douglas Watson and Myra Taff-Watson
Publisher:	University of Arkansas Rehab. Research and Training Center for Persons Who Are Deaf or Hard of Hearing.
Category:	Book
Group:	Administrators, Service Providers
DB Specific:	Yes
Books Location:	
Comments:	A monograph to provide administrators and service providers with suggestions and tools for developing and implementing services for persons who are deafblind.
Title:	**Effective Partner Interaction in the Community (CERIC)**
Index Number:	B047
Author:	Heller, Bowdin, Allgood and Ware.
Publisher:	Georgia State University (1995)
Category:	Book
Group:	Educators
DB Specific:	
Books Location:	
Comments:	A guide to promoting effective communication between students who are deafblind and their communication partners in the community.

Title:	**Hand in Hand- Volume II**
Index Number:	B048
Author:	Huebner, Prickett, Welch and Joffee
Publisher:	American Federation for the Blind Press (1995)
Category:	Book
Group:	Trainers
DB Specific:	Yes
Books Location:	
Comments:	Contains the essentials of communication, orientation and mobility for students who are deafblind.
Title:	**Hand in Hand- Volume I**
Index Number:	B049
Author:	Huebner, Welch and Joffre
Publisher:	American Federation for the Blind Press (1995)
Category:	Book
Group:	Educators
DB Specific:	Yes
Books Location:	
Comments:	Contains the essentials of communication and orientation and mobility for students who are deafblind.
Title:	**Hand in Hand: A Trainer's Manual**
Index Number:	B050
Author:	Jeanne Glidden Prickett and Therese Rafalowski
Publisher:	American Federation for the Blind Press (1995)
Category:	Book
Group:	Trainers
DB Specific:	Yes
Books Location:	
Comments:	A guide for trainers using the "Hand in Hand" materials for in-services and workshops for personnel who work with students who are deafblind.
Title:	**Hand in Hand**
Index Number:	B051
Author:	Huebner, Prickett, Welch and Joffe
Publisher:	American Federation for the Blind Press (1995)
Category:	Book
Group:	Educators
DB Specific:	Yes
Books Location:	
Comments:	Selected reprints and annotated bibliography on working with students who are deafblind.

Title:	**Vermont Interdependent Services Team Approach (VISTA)**
Index Number:	B052
Author:	Michael F. Giangreco
Publisher:	Paul H. Brookes Publishing Co. (1996)
Category:	Book
Group:	Educators
DB Specific:	
Books Location:	
Comments:	A guidebook of ideas and strategies to facilitate collaborative teamwork in making decisions and providing services for students with disabilities in educational settings.
Title:	**A Needs Assessment of Agencies Serving Individuals with Deaf-Blindness**
Index Number:	B053
Author:	Lauren H. Seiler, Ph. D., Jane M. Everson, Ph. D. and Theresa S. Carr
Publisher:	Helen Keller National Center- Technical Assistance Center (1992)
Category:	Book
Group:	
DB Specific:	
Books Location:	
Comments:	A national profile of transitional services.
Title:	**Interagency Collaboration for Young Adults with Deaf-Blindness**
Index Number:	B054
Author:	Jane M. Everson, Ph. D., Patricia Rachal, Ph. D. and Martha G. Michael, Ph. D.
Publisher:	Helen Keller National Center-Technical Assistance Center (1992)
Category:	Book
Group:	
DB Specific:	
Books Location:	
Comments:	A monograph on interagency collaboration for the transition of young adults with deafblindness into community activities.
Title:	**All Together Now**
Index Number:	B055
Author:	Karen D. Frisbie and Jeffrey S. Libby
Publisher:	Frisbie and Libby (1992)
Category:	Book
Group:	Educators
DB Specific:	
Books Location:	
Comments:	A guide on the art of including children of differing abilities in the school community (to accompany the videotape, "All Together Now.")

Title:	**Individual Student Support Team**
Index Number:	B056
Author:	Hamilton, deOlivia, Welkowitz, Prue and Fox
Publisher:	University Affiliated Program of Vermont (1994)
Category:	Book
Group:	Educators
DB Specific:	
Books Location:	
Comments:	A guide for supporting and educating students with emotional and behavioral disorders in general education settings.
Title:	**National Study of Inclusive Education (2)**
Index Number:	B057
Author:	National Center on Educational Restructuring and Inclusion
Publisher:	City University of New York (1994)
Category:	Book
Group:	Educators, Parents
DB Specific:	
Books Location:	
Comments:	A state-by-state review of inclusion
Title:	**Life Centered Career Education Curriculum (LCCE)**
Index Number:	B058
Author:	Donn E. Brolin, Ph. D.
Publisher:	University of Missouri - Columbia (1992)
Category:	Book
Group:	Educators
DB Specific:	
Books Location:	
Comments:	A transition model for students with mild disabilities
Title:	**Assessing Young Children With Dual Sensory and Multiple Impairments (Ages Birth To 5)**
Index Number:	B059
Author:	Ellen Siegel-Causey, Ph. D.
Publisher:	Great Lakes Area Resource Center for Deafblindness (1996)
Category:	Book
Group:	Parents, Service Providers, Educators
DB Specific:	
Books Location:	
Comments:	A focus on assessing children from birth to age 5 with dual sensory or severe impairments

Title:	**Assessing the School-Age Student with Dual Sensory and Multiple Impairments (Ages 6-15)**
Index Number:	B060
Author:	June E. Downing, Ph. D.
Publisher:	Great Lakes Area Resource Center on Deafblindness (1996)
Category:	Book
Group:	Parents, Educators, Examiners
DB Specific:	Yes
Books Location:	
Comments:	A clarification of the assessment process for school-age students who have dual sensory and intellectual impairments
Title:	**Assessing the Transition Needs of Young Adults with Dual Sensory and Multiple Impairments**
Index Number:	B061
Author:	Jane M. Everson, Ph. D.
Publisher:	Great Lakes Area Resource Center on Deafblindness (1996)
Category:	Book
Group:	Parents, Educators, Service Providers
DB Specific:	Yes
Books Location:	
Comments:	A guide for assessing the transition needs of individuals with dual sensory and multiple impairments from 14 to mid-20's.

Catalogs

Title:	**Education Programs That Work**
Index Number:	C001
Author:	National Diffusion Network
Publisher:	National Diffusion Network (1994)
Category:	Catalog
Group:	Educators
DB Specific:	
Books Location:	
Comments:	A catalog of programs from around the nation that address one or more of the National Education Goals
Title:	**Collection of Readings of Deaf/Blind (2)**
Index Number:	C002
Author:	
Publisher:	
Category:	Catalog
Group:	
DB Specific:	
Books Location:	
Comments:	
Title:	**Products and Publications: Catalog of Products from Funded Projects**
Index Number:	C002
Author:	Margaret Gessler Werts, Stacie H. Steighner and Erin D. Snyder
Publisher:	Allegheney - Singer Research Institute (1996)
Category:	Catalog
Group:	General
DB Specific:	
Books Location:	
Comments:	A compilation of the products developed by projects funded through the Severe Disabilities Branch from 1993-95
Title:	**Written Products from Activities of the California Research Institute (CRI) onthe Integration of Students with Severe Disabilities**
Index Number:	C003
Author:	CRI
Publisher:	California Research Institute (1992)
Category:	Catalog
Group:	Educators, Parents, Related Services Providers
DB Specific:	
Books Location:	
Comments:	A catalog of written materials and videotapes developed by CRI.

Folders

Title:	**Inclusion: A Right, Not a Privilege**
Index Number:	F001
Author:	Alice Udvari-Solner, Ph.D., Julie Frentz, M.S., and Peg Keeler, M.S.
Publisher:	Curricular Adaptations Project, University of Wisconsin-Madison (1994)
Category:	Folder
Group:	In-house
DB Specific:	
Books Location:	
Comments:	Participant Packet

Title:	**DB-Link**
Index Number:	F002
Author:	
Publisher:	
Category:	Resource Folder
Group:	Parents, Consumers, Service Providers
DB Specific:	Yes
Books Location:	
Comments:	A developing list of national resources for individuals with deafblindness, their families, and service providers.

Grants

Title:	**Grant Proposal: Arkansas Project for Children with Deafblindness**
Index Number:	G001
Author:	Teresa Coonts
Publisher:	ADE (1995)
Category:	Grant
Group:	In-house
DB Specific:	
Books Location:	
Comments:	The proposal submitted for the 4-year funding cycle (1995-99)

Handbooks

Title:	**Community Meetings About Education**
Index Number:	H001
Author:	Alan D. Morgan
Publisher:	New Mexico Dept. of Education (1994)
Category:	Handbook
Group:	General
DB Specific:	
Books Location:	
Comments:	A handbook for holding local consumer meetings on education.

Instructional Booklets

Title:	**Sign Language Videotape Program (2 copies)**
Index Number:	I001
Author:	SKI*HI Coactive Tactile Sign Project
Publisher:	Utah State University (1990)
Category:	Instructional Booklet
Group:	Parents, Parent Advisors, Educators
DB Specific:	Yes
Books Location:	
Comments:	A guide to using the SKI*HI series of videotapes on coactive tactile signing.

Manuals

Title:	**Training Guide for Community-Based on Instruction**
Index Number:	M001
Author:	Project SETS (Supported Employment and Transition Services)
Publisher:	Georgia State University (1994)
Category:	Manual
Group:	Educators, Service Providers
DB Specific:	
Books Location:	
Comments:	Project SETS developed model for the transition of students with severe disabilities into supported employment
Title:	**Administrative and Implementation Guidelines for School Community-Based Vocational Instruction Based on the Fair Labor Standards Act**
Index Number:	M002
Author:	Project SETS
Publisher:	Georgia State University (1994)
Category:	Manual
Group:	Administrators
DB Specific:	
Books Location:	
Comments:	A guide to developing community-based vocational instruction policies and procedured
Title:	**The Learning and Behavior Needs of Children Born Exposed to the Drug Culture**
Index Number:	M003
Author:	Interagency Committee
Publisher:	Arkansas Department of Education (1994)
Category:	Manual
Group:	Educators
DB Specific:	
Books Location:	
Comments:	A practical summary of information to address the issues surrounding children born exposed to drugs.
Title:	**Restructuring Education in the '90s**
Index Number:	M004
Author:	Wayne Sailor, Dotty Kelly, and Patricia Karasoff
Publisher:	California Research Institute (1992)
Category:	Manual
Group:	Administrators
DB Specific:	
Books Location:	
Comments:	A guide to the Comprehensive Local School Model as an approach to restructuring

Title:	**Parent/Educator Partnerships Make a Better IDEA**
Index Number:	M005
Author:	Interagency Committee
Publisher:	ADE, Spec. Ed., AR Disability Coalition, Advocacy, Inc., DDS and DHS/Div. of Children and Family Services (1994)
Category:	Manual
Group:	Parents, Educators
DB Specific:	
Books Location:	
Comments:	A handbook to assist parents and educators in developing home/school partnerships
Title:	**Promoting Inclusion**
Index Number:	M006
Author:	Georgia Advocacy Office
Publisher:	Georgia Advocacy Office
Category:	Manual
Group:	Parents, Educators
DB Specific:	
Books Location:	
Comments:	A report and resource guide about the issues surrounding the inclusion of students with disabilities
Title:	**Systems Change: A Review of Effective Practices**
Index Number:	M007
Author:	Patricia Karasoff, Morgen Alwell, Ann Halvorson
Publisher:	California Research Institute (1992)
Category:	Manual
Group:	Administrators, Educators
DB Specific:	
Books Location:	
Comments:	A monograph of strategies developed by CRI for creating inclusive schools
Title:	**The INSITE Model: Volume II**
Index Number:	M008
Author:	Terry, Snow, Watkins, Jenson, and Clarke
Publisher:	SKI*HI Institute (1989)
Category:	Manual
Group:	Parent Advisors
DB Specific:	Yes
Books Location:	
Comments:	A model of home intervention for children 0-5 with deafblindness and multiple disabilities

Title:	**The INSITE Model: Volume I**
Index Number:	M009
Author:	Snow, Watkins, Jenson, and Clark
Publisher:	SKI*HI Institute (1989)
Category:	Manual
Group:	Parent Advisors
DB Specific:	Yes
Books Location:	
Comments:	A model of home intervention for children 0-5 with deafblindness and multiple disabilities
Title:	**Arkansas Transition Project**
Index Number:	M010
Author:	Virginia Clements
Publisher:	ADE, Special Education (1995)
Category:	Manual
Group:	In-house
DB Specific:	
Books Location:	
Comments:	Participant Training Packet (Little Rock School District)
Title:	**Procedural Manual for Desegregation Monitoring (2 copies)**
Index Number:	M011
Author:	Charity Smith
Publisher:	ADE (1994)(1995)
Category:	Manual
Group:	In-house
DB Specific:	
Books Location:	
Comments:	
Title:	**Educational Rights for Children with Arthritis**
Index Number:	M011
Author:	Linda L. Wetherbee, M.S., and Amy J. Neil, M.S.
Publisher:	Arthritis Foundation (1989)
Category:	Manual
Group:	Parents
DB Specific:	
Books Location:	
Comments:	A manual for obtaining educational services for children of all ages with juvenile arthritis

Title:	**INSITE 1993-94 National Data Report**
Index Number:	M012
Author:	SKI*HI Institute
Publisher:	Utah State University (1995)
Category:	Manual
Group:	In-house
DB Specific:	Yes
Books Location:	
Comments:	Data on INSITE training
Title:	**SKI*HI Institute Annual Report 1994**
Index Number:	M013
Author:	SKI*HI Institute
Publisher:	Utah State University (1995)
Category:	Manual
Group:	General
DB Specific:	Yes
Books Location:	
Comments:	Description of the 1994 SKI*HI Institute activities and their impact on children with sensory or other severe impairments, their families and professionals
Title:	**Critical Issues for Including Learners who are Deafblind**
Index Number:	M014
Author:	
Publisher:	Perkins National Deafblind Training Project (1995)
Category:	Manual
Group:	In-house
DB Specific:	Yes
Books Location:	
Comments:	Participant manual for Perkins Summer Institute
Title:	**Developing Individualized Transition Services for Students with Deafblindness**
Index Number:	M015
Author:	
Publisher:	HKNC - TAC (1993)
Category:	Manual
Group:	In-house
DB Specific:	Yes
Books Location:	
Comments:	Participant Manual

Title:	**SKI*HI Institute Annual Report 1992-93**
Index Number:	M016
Author:	Don Barringer and Linda Alsop
Publisher:	Utah State University (1994)
Category:	Manual
Group:	General
DB Specific:	
Books Location:	
Comments:	A description of the SKI*HI Institute activities of 1992-93 and their impact on children with sensory impairments, their families, and professionals.
Title:	**A Student's Guide to the IEP**
Index Number:	M017
Author:	Marcy McGahee-Kovac
Publisher:	NICHY (1995)
Category:	Manual
Group:	Students
DB Specific:	
Books Location:	
Comments:	This manual guides the student through the IEP process.
Title:	**Helping Students Develop Their IEPs**
Index Number:	M018
Author:	
Publisher:	NICHY (1995)
Category:	Manual and Audio Tape
Group:	Parents, Teachers
DB Specific:	
Books Location:	
Comments:	A technical assistance guide for helping students with disabilities become involved in developing their own IEPs.
Title:	**Functional Integrated Curriculum**
Index Number:	M019
Author:	Interagency Committee
Publisher:	ADE (1993)
Category:	Manual
Group:	Special Educators
DB Specific:	
Books Location:	
Comments:	A model for teaching students with moderate to severe disabilities

Title:	**Educating Autistic Students**
Index Number:	M020
Author:	Behavior, Autism and Communication Associates (BACA)
Publisher:	Behavior, Autism and Communication Associates (BACA)
Category:	Manual
Group:	In-house
DB Specific:	
Books Location:	
Comments:	Participant manual for BACA training
Title:	**An Assessment Instrument for Families: Evaluating Employment for Individuals with Deafblindness**
Index Number:	M021
Author:	Theresa Carr and Kathy McNulty
Publisher:	Helen Keller National Center Technical Assistance Center (1995)
Category:	Manual
Group:	Parents
DB Specific:	Yes
Books Location:	
Comments:	A tool for assisting parents in looking at different aspects of employment for their family member who is deafblind.
Title:	**Paraprofessional Training Packet**
Index Number:	M022
Author:	Arkansas Dept. of Education Special Education Unit
Publisher:	ADE (1995)
Category:	Manual
Group:	In-house
DB Specific:	
Books Location:	
Comments:	Participant training manual
Title:	**Technology and the Law**
Index Number:	M023
Author:	ICAN
Publisher:	
Category:	Manual
Group:	Parents, Educators
DB Specific:	
Books Location:	
Comments:	An overview of the laws, facts, and funding sources regarding assistive technology

Title:	**Tools for Living, learning and Working: ICAN Project**
Index Number:	M024
Author:	Nancy A. Sullivan
Publisher:	Arkansas Rehabilitation Services (1993)
Category:	Manual
Group:	Parents, Educators
DB Specific:	
Books Location:	
Comments:	A funding guide for assistive technology services in Arkansas
Title:	**Information Packet for Educating Children and Youth Who Are Deafblind**
Index Number:	M025
Author:	deVergne Goodall
Publisher:	Louisiana Dept. of Education and LSU Medical Center
Category:	Manual
Group:	Educators
DB Specific:	Yes
Books Location:	
Comments:	A collection of facts, strategies, issues and services relevant to deafblindness
Title:	**Curriculum Adaptation for Inclusive Classrooms**
Index Number:	M026
Author:	Neary, Halvorson, Kronberg and Kelly
Publisher:	California Research Institute (1992)
Category:	Manual
Group:	Educators
DB Specific:	
Books Location:	
Comments:	A model for including students with severe disabilities in general education classrooms
Title:	**All Children Belong**
Index Number:	M027
Author:	All Children Belong National Development Council
Publisher:	National Parent Network on Disabilities (1994)
Category:	Manual
Group:	Parents, Educators
DB Specific:	
Books Location:	
Comments:	Participant's packet for national teleconference on inclusion.

Title:	**Collaborative and Integrated Related Services Resource Guide**
Index Number:	M028
Author:	Dotty Kelly and Jennifer York
Publisher:	California Research Institute (1992)
Category:	Manual
Group:	Families, Educators, Related Services Personnel
DB Specific:	
Books Location:	
Comments:	A resource guide of for families, related services personnel and educators, including journal articles, books and book chapters
Title:	**Fun for Everyone**
Index Number:	M029
Author:	Jackie Levin, M.A., and Kathy Enselein, B.S.
Publisher:	Ablenet (1990)
Category:	Manual
Group:	Educators, Parents
DB Specific:	
Books Location:	
Comments:	A guide to adapted leisure activities for children with disabilities
Title:	**The School and Home Enrichment Program for Severely Handicapped**
Index Number:	M030
Author:	McGinnis, Hawkins, Bieniek, Timmons, Eddy and Cone
Publisher:	Research Press (1983)
Category:	Manual
Group:	Teachers, Parents
DB Specific:	
Books Location:	
Comments:	A collection of activities for teaching skills to children with severe disabilities.
Title:	**Research on the Communication Development of Young Children with Deafblindness**
Index Number:	M031
Author:	Michael Bullis, Ph. D.
Publisher:	Oregon State University (1989)
Category:	Manual
Group:	Educators, Service Providers
DB Specific:	
Books Location:	
Comments:	Seven articles on various topics regarding children with deafblindness

Title:	**Sensory Assessment Manual**
Index Number:	M032
Author:	Pamela J. Cress
Publisher:	Universtiy of Kansas (1988)
Category:	Manual
Group:	Educators, Health Providers, Rehablilitators
DB Specific:	Yes
Books Location:	
Comments:	A manual of information to lead to reliable assessments of children's vision and hearing.
Title:	**Strategies for Enhancing Non-Symbolic Communication**
Index Number:	M033
Author:	Ellen Siegel-Causey, Ph. D. and Doug Guess, Ed. D.
Publisher:	Universtiy of Kansas (1988)
Category:	Manual
Group:	Service Providers
DB Specific:	
Books Location:	
Comments:	A manual for enhancing interactions between service providers and individuals who have severe multiple disabilities.
Title:	**Augmentative Communication for Children with Deafblindness: Guidelines for Decision-Making**
Index Number:	M034
Author:	Cynthia J. Cress, Pamela Mathy-Laikko, Jennifer Angelo
Publisher:	Oregon State University (1990?)
Category:	Manual
Group:	Rehab Consumers, Educators, Parents
DB Specific:	Yes
Books Location:	
Comments:	A tool for asssisting in the development of augmentative communication systems.
Title:	**Effective Practices for Inclusive Programs**
Index Number:	M035
Author:	Marlene Simon, Patricia Karasoff and Anne Smith
Publisher:	California Research Institute (1992)
Category:	Manual
Group:	Administrators
DB Specific:	
Books Location:	
Comments:	A technical assistance planning guide to provide quality educational programs to students with disabilities in inclusive settings.

Title:	**Play Activities and Emergent Language: Intervention Procedures for Young Children with Deafblindness**
Index Number:	M036
Author:	Joan Rich and Elizabeth Rich
Publisher:	University of Washington
Category:	Manual
Group:	Parents, Early Interventioninsts
DB Specific:	Yes
Books Location:	
Comments:	Contains description of activites to increase early communication in young children who are deafblind.
Title:	**Communication Development in Young Children with Deafblindness**
Index Number:	M037
Author:	Michael Bullis, Ph.D., and Glen Fielding
Publisher:	Oregon State University (1988)
Category:	Manual
Group:	Educators
DB Specific:	Yes
Books Location:	
Comments:	A literature review of 10 articles on the communication of individuals who are deafblind.
Title:	**Project Directors Meeting for Severe Disabilities**
Index Number:	M038
Author:	USDOE Office of Special Education
Publisher:	USDOE (1996)
Category:	Manual
Group:	In-house
DB Specific:	Yes
Books Location:	
Comments:	Materials from the 1996 Deafblind Project Directors Meeting
Title:	**Assistive Technology and Disabilities**
Index Number:	M039
Author:	Howard P. Parette, Jr., Ed.D.and Alan VanBiervliet, Ph.D.
Publisher:	Technology Access for Arkansas (TAARK) Project (1990)
Category:	Manual
Group:	Parents
DB Specific:	
Books Location:	
Comments:	A guide for parents to work with schools regarding assistive technology for children with disabilities.

Title:	**Guide to Services for Individuals with Deaf-Blindness**
Index Number:	M040
Author:	Joyce A. Surbeck
Publisher:	Minnesota Deaf-Blind Project Advisory Council (1994)
Category:	Manual
Group:	Service Providers
DB Specific:	Yes
Books Location:	
Comments:	Some recommended guidelines for individuals planning, developing and implementing service choices for families and individuals with deafblindness.
Title:	**Procedures Manual for the New England Center Pilot Project**
Index Number:	M041
Author:	Tracy Evans Luseli, Ed.D., Susan M. DeCaluwe, M. Ed., Lisa A. Jacobs and M. Ed.
Publisher:	New England Center Pilot Project (1995)
Category:	Manual
Group:	Educators
DB Specific:	Yes
Books Location:	
Comments:	An explanation of this project, which focused on the inclusion of young deafblind children in regular education programs in Massachusetts.
Title:	**Early Self-Help Skills**
Index Number:	M042
Author:	Baker, Brightman, Heifetz and Murphy
Publisher:	Research Press Co. (1976)
Category:	Manual
Group:	Parents
DB Specific:	
Books Location:	
Comments:	A skills training series for children with special needs.
Title:	**Toward Independent Living**
Index Number:	M043
Author:	Baker, Brightman and Hinshaw
Publisher:	Research Press Co. (1980)
Category:	Manual
Group:	Parents
DB Specific:	
Books Location:	
Comments:	A skills training series for children with special needs.

Title:	**Behavior Problems**
Index Number:	M044
Author:	Baker, Brightman, Heifetz and Murphy
Publisher:	Research Press Co. (1976)
Category:	Manual
Group:	Parents
DB Specific:	
Books Location:	
Comments:	A skills training series for children with special needs.
Title:	**Toilet Training**
Index Number:	M045
Author:	Baker, Brightman, Heifetz and Murphy
Publisher:	Research Press Co. (1977)
Category:	Manual
Group:	Parents
DB Specific:	
Books Location:	
Comments:	A skills training series for children with special needs.
Title:	**Parents and Visually Impaired Infants**
Index Number:	M046
Author:	Debra Chen, Ph. D., Clare Taylor Friedman, Ph. D. and Gail Calvello, M.A.
Publisher:	American Printing House for the Blind (1990)
Category:	Manual
Group:	Early Interventionists
DB Specific:	Yes
Books Location:	
Comments:	A model for facilitating parents' roles as primary interventionists, and to develop valid, age-appropriate strategies.
Title:	**Introduction to Inclusive Education for Paraprofessionals**
Index Number:	M047
Author:	Susan Wenner Lanyon, Valerie Webb and Nancy Thomas
Publisher:	Kansas State Board of Education (1994)
Category:	Manual
Group:	In-house
DB Specific:	
Books Location:	
Comments:	An instructor's manual for training paraprofessionals in inclusive education

Title:	**Schools Are for All Kids: The Leadership Challenge**
Index Number:	M048
Author:	AR-SAFAK Steering Committee
Publisher:	Arkansas Dept. of Education (1994)
Category:	Manual
Group:	In-house
DB Specific:	
Books Location:	
Comments:	Participant's manual for workshop on inclusion
Title:	**Effective Practices in Early Intervention**
Index Number:	M049
Author:	Dr. Deborah Chen, Ph. D.
Publisher:	California State University, Northridge (1997)
Category:	Manual
Group:	Early Interventionists
DB Specific:	Yes
Books Location:	
Comments:	A manual for developing an early intervention program for children who are deafblind.
Title:	**Communication**
Index Number:	M050
Author:	Robin Greenfield, Joyce Ford and Bud Fredricks
Publisher:	Western Oregon University (1997)
Category:	Manual
Group:	Educators, Parents
DB Specific:	Yes
Books Location:	
Comments:	A manual to be used with the "You and Me:" Communication video.
Title:	**A Guide for Students Who Are Deaf/Blind Considering College**
Index Number:	M051
Author:	JoAnn Enos and Beth Jordan
Publisher:	Helen Keller National Center-Technical Assistance Center (1997)
Category:	Manual
Group:	Students, Advocates
DB Specific:	Yes
Books Location:	
Comments:	Post-secondary assessment tool for students who are deafblind.

Title:	**Student Portfolio: Strength, Dreams, Abilities**
Index Number:	MO52
Author:	Kansas Services for Children and Youth with Dual Sensory Impairments
Publisher:	Kansas State Board of Education (1996)
Category:	Manual
Group:	Parents, Educators
DB Specific:	Yes
Books Location:	
Comments:	A system for documenting the strengths, needs, and abilities of students who are deafblind.

Title:	**Trainers' Tidings**
Index Number:	N001
Author:	SKI*HI Institute Outreach Staff
Publisher:	SKI*HI Institute (July, 1996)
Category:	Newsletter
Group:	INSITE State Trainers
DB Specific:	
Books Location:	
Comments:	Contains information on SKI*HI activities, a list of trainers, resource articles and materials, and tips for trainers.

Title:	**Trainers' Tidings**
Index Number:	N002
Author:	SKI*HI Institute Outreach Staff
Publisher:	SKI*HI Institute (January, 1997)
Category:	Newsletter
Group:	INSITE State Trainers
DB Specific:	
Books Location:	
Comments:	Contains information on SKI*HI activities, a list of trainers, resource articles and materials, and tips for trainers.

Reports

Title:	**Deafblind Project Performance Report**
Index Number:	R001
Author:	Darleen Tripcony
Publisher:	ADE (1997)
Category:	Report
Group:	
DB Specific:	
Books Location:	
Comments:	
Title:	**1995-96 Deafblind Project Performance Report**
Index Number:	R002
Author:	Teresa Coonts
Publisher:	ADE (1996)
Category:	Report
Group:	
DB Specific:	
Books Location:	
Comments:	
Title:	**1992-95 Deafblind Project Final Report**
Index Number:	R003
Author:	Teresa Coonts
Publisher:	ADE (1996)
Category:	Report
Group:	
DB Specific:	
Books Location:	
Comments:	

Video Tapes

Title:	**SKI*HI Coactive Sign System - Tape 3 (5. Daily Routine: Washing and Bathing, 6. Daily Routines: Teeth and Hair, Getting Up and Going to Bed)**
Index Number:	V001
Author:	SKI*HI Institute
Publisher:	Hope, Inc.
Category:	Video (60 Min.)
Group:	Parents, Teachers
DB Specific:	Yes
Books Location:	
Comments:	SKI*HI Instructional video for coactive signs. Self-paced, with teaching tips. Demonstrations and practice are included.

Title:	**SKI*HI Coactive Sign System - Tape 4 (7. Daily Routine: Play and Sensory Stimulation, 8. Feelings: Being Sick)**
Index Number:	V002
Author:	SKI*HI Institute
Publisher:	Hope, Inc.
Category:	Video (60 minutes)
Group:	Parents, Teachers
DB Specific:	Yes
Books Location:	
Comments:	SKI*HI Instructional video for coactive signs. Self-paced, with teaching tips. Demonstrations and practice are included.

Title:	**SKI*HI Coactive Sign System - Tape 5 (9. Action Words in Daily Routines, 10. More Action Words and Prepositions in Daily Routines)**
Index Number:	V003
Author:	SKI*HI Institute
Publisher:	Hope, Inc.
Category:	Video (60 minutes)
Group:	Parents, Teachers
DB Specific:	Yes
Books Location:	
Comments:	SKI*HI Instructional video for coactive signs. Self-paced, with teaching tips. Demonstrations and practice are included.

Title:	**SKI*HI Coactive Sign System - Tape 8 (9. Prepositions, 10. Clothing, 11. Cooking, 12. Pronouns, 13. Holidays, 14. Bedroom and Bathroom, 15. Family and People, 16. Vehicles, Places, and Things Outside)**
Index Number:	V004
Author:	SKI*HI Institute
Publisher:	Hope, Inc.
Category:	Video (60 minutes)
Group:	Parents, Teachers
DB Specific:	Yes
Books Location:	
Comments:	SKI*HI Instructional video for coactive signs. Self-paced, with teaching tips. Demonstrations and practice are included.

Title:	**Transition Connections: Planning Today - Creating Tomorrow (Sub-titled) (2 copies)**
Index Number:	V005
Author:	
Publisher:	Indiana State University and HKNC (1996)
Category:	Video (25 minutes)
Group:	Educators, Parents
DB Specific:	Yes
Books Location:	
Comments:	A description of the transition process, home support and planning for individuals with severe disabilities

Title:	**Family Members Tape 1 Lesson 1-2**
Index Number:	V006
Author:	
Publisher:	
Category:	Video
Group:	
DB Specific:	
Books Location:	
Comments:	

Title:	**Family Members Units 1-8 - Tape 7**
Index Number:	V007
Author:	
Publisher:	
Category:	Video
Group:	
DB Specific:	
Books Location:	
Comments:	

Title:	**Family Members Units 17-20 - Tape 9**
Index Number:	V008
Author:	
Publisher:	
Category:	Video
Group:	
DB Specific:	
Books Location:	
Comments:	

Title:	**Schools Are for Kids**
Index Number:	V009
Author:	Teresa Coonts
Publisher:	
Category:	Video
Group:	
DB Specific:	
Books Location:	
Comments:	

Title:	**Huntsville Tailend**
Index Number:	V010
Author:	
Publisher:	
Category:	Video
Group:	
DB Specific:	
Books Location:	
Comments:	

Title:	**Huntsville Tape**
Index Number:	V011
Author:	
Publisher:	
Category:	Video
Group:	
DB Specific:	
Books Location:	
Comments:	

Title:	**El Dorado - Inclusion Practices**
Index Number:	V012
Author:	Interviews
Publisher:	Arkansas Project for Children Who are Deafblind (1993)
Category:	Video
Group:	Educators, Administrators
DB Specific:	
Books Location:	
Comments:	Interviews with El Dorado School District Administrators regarding their experiences with pilot program.

Title:	**Kids Belong Together**
Index Number:	V013
Author:	Centre for Integrated Education and Community
Publisher:	
Category:	Video (25 minutes)
Group:	
DB Specific:	
Books Location:	
Comments:	

Title:	**Feeding Therapy Reflexes and Treatment**
Index Number:	V014
Author:	
Publisher:	
Category:	Video
Group:	
DB Specific:	
Books Location:	
Comments:	

Title:	**Power of the Heart: A Parent Involvement Story**
Index Number:	V015
Author:	
Publisher:	Texas School for the Blind and Visually Impaired
Category:	Video
Group:	
DB Specific:	Yes
Books Location:	
Comments:	A family tells of success for Lori, a young lady with multiple disabilities and dual sensory impairment.

Title:	**Decreasing Inappropriate Behavior**
Index Number:	V016
Author:	Macomb Intermediate School District
Publisher:	Research Press
Category:	Video
Group:	Educators, Parents
DB Specific:	
Books Location:	
Comments:	Dr. Richard Foxx, a noted behavioral psychologist, discusses differential reinforcement, satiation, stimulus change, extinction, physical restraint, and punishment (time out, overcorrection)

Title:	**No title**
Index Number:	V017
Author:	
Publisher:	
Category:	Video
Group:	
DB Specific:	
Books Location:	
Comments:	

Title:	**Children with Special Needs #13 and #14 - Issues of Family Life (Parts I & II)**
Index Number:	V018
Author:	Jordana Zeger, Phyllis Schieber and Debra Kaplan
Publisher:	Young Adult Institute
Category:	Video
Group:	Service Providers
DB Specific:	
Books Location:	
Comments:	Interviews, discussions, video segments Part 1 & 2. Recommend multiple sessions. Facilitators' and parents' guides.

Title:	**Children with Special Needs #15 - Fathers**
Index Number:	V019
Author:	Jordana Zeger, Phyllis Schieber and Debra Kaplan
Publisher:	Young Adults Institute (1987)
Category:	Video
Group:	Service Providers
DB Specific:	
Books Location:	
Comments:	Interviews, discussions, and video segment examine issues of fathers of children with special needs in this Emmy Award winning series. Facilitators' and parents' guides included.

Title:	**Children with Special Needs #16 - Siblings**
Index Number:	V020
Author:	Jordana Zeger, Phyllis Schieber and Debra Kaplan
Publisher:	Young Adult Institute
Category:	Video
Group:	Service Providers
DB Specific:	
Books Location:	
Comments:	Interviews, discussions and video segments bring out critical issues. Facilitators' and parents' guides are included with introduction, discussion questions, activities, frequently asked questions, and book references.

Title:	**Children with Special Needs #17 - Having a Disabled Brother or Sister**
Index Number:	V021
Author:	Jordana Zeger, Phyllis Schieber and Debra Kaplan
Publisher:	Young Adult Institute
Category:	Video
Group:	Service Providers
DB Specific:	
Books Location:	
Comments:	Interviews, discussions and video segments bring out critical issues. Facilitators' and parents' guides are included with introduction, discussion questions, activities, frequently asked questions, and book references.
Title:	**Children with Special Needs #18 - Extended Family Members**
Index Number:	V022
Author:	Jordana Zeger, Phyllis Schieber and Debra Kaplan
Publisher:	Young Adult Institute
Category:	Video
Group:	Service Providers
DB Specific:	
Books Location:	
Comments:	Interviews, discussions and video segments bring out critical issues. Facilitators' and siblings' guides are included with introduction, discussion questions, activities, frequently asked questions, and book references.
Title:	**When Hearing Loss and Retinitis Pigmentosa Happen Together: Meeting Educational Needs**
Index Number:	V023
Author:	
Publisher:	Distance Learning Center (1996)
Category:	Video (120 minutes)
Group:	
DB Specific:	Yes
Books Location:	
Comments:	Discussion of Ushers Syndrome by panel of experts. Interpreter iappears in bottom right hand corner.
Title:	**A Lifetime of Patience**
Index Number:	V024
Author:	TSBVI Outreach Program
Publisher:	Texas School for the Blind and Visually Impaired
Category:	Video
Group:	Parents, Educators, Service Providers
DB Specific:	Yes
Books Location:	
Comments:	A parent panel discusses social and school issues that are faced by families.

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Title:	**Helping Your Children Learn: Change of Paces**
Index Number:	V025
Author:	
Publisher:	South Dakota Department of Education
Category:	Video
Group:	Parents
DB Specific:	
Books Location:	
Comments:	A training tape for parents based on coactive teaching or graduated guidance to teach recreation and daily living skills. Good step-by-step examples.
Title:	**Getting in Touch**
Index Number:	V026
Author:	Oregon Research Institute
Publisher:	Research Press (1987)
Category:	Video (19 minutes)
Group:	Parents, Educators
DB Specific:	
Books Location:	
Comments:	Communicating with a student who is deafblind
Title:	**Strategies for Classroom Management**
Index Number:	V027
Author:	Denzil Edge, Ed. D.
Publisher:	University of Louisville
Category:	Video
Group:	Teachers
DB Specific:	
Books Location:	
Comments:	Promotion tape for interactive video.
Title:	**SKI*HI Coactive Sign System - Tape 9 (17. Descriptors: Adjectives, Adverbs and Articles, 18. Going to School, 19. To Be Verbs and Helping Verbs, 20. Action Words)**
Index Number:	V028
Author:	
Publisher:	Hope, Inc.
Category:	Video (60 minutes)
Group:	Parents, Teachers
DB Specific:	
Books Location:	
Comments:	SKI*HI instructional video for coactive signs. Self-paced with teaching tips. Demonstrations and practices are included.

Title:	**SKI*HI Coactive Sign System - Tape 1 (1. Family Members and Interacting with Family, 2. Food)**
Index Number:	V029
Author:	
Publisher:	Hope, Inc.
Category:	Video
Group:	Parents, Teachers, Healthcare Providers
DB Specific:	
Books Location:	
Comments:	SKI*HI instructional video for coactive signs. Self-paced with teaching tips. Demonstrations and practices are included.

Title:	**What Can Baby Hear?**
Index Number:	V030
Author:	Deborah Chen, Ph.D
Publisher:	California State University (1996)
Category:	Video (27 minutes)
Group:	Parents, Early Interventionists
DB Specific:	Yes
Books Location:	
Comments:	Early intervention audiological testing and parent interviews.

Title:	**SKI*HI Coactive Sign System - Tape 7 (1. Toys, Animals, 2. Body, 3. Colors, 4. Letters and Numbers, 5. Home, 6. Food, 7. Being Sick, Getting Hurt, 8. Time)**
Index Number:	V031
Author:	
Publisher:	Hope, Inc.
Category:	Video
Group:	Parents, Teachers, Health Care Providers
DB Specific:	
Books Location:	
Comments:	Instructional video for coactive signs. Self-paced with teaching tips. Demonstraton and practice included.

Title:	**Multi-Agency Project for Pre-Schoolers (MAAPS, Tapes 1 and 2)**
Index Number:	V032
Author:	
Publisher:	Utah State University (1994)
Category:	Video (55 minutes)
Group:	Parents, Educators
DB Specific:	
Books Location:	
Comments:	Training in home and center based intervention model used in Utah.

Title:	**What Can Baby See? Vision Tests and Interventions with Multiple Disabilities**
Index Number:	V033
Author:	Deborah Chen, Ph. D.
Publisher:	California State University, Northridge (1996)
Category:	Video (30 minutes)
Group:	Parents, Early Interventionists
DB Specific:	Yes
Books Location:	
Comments:	Early intervention, vision testing and parent interviewing
Title:	**Ain't Misbehavin': Strategies for Improving the Lives of Individuals Who Are Deaf/Blind and Present Challenging Behaviiors**
Index Number:	V034
Author:	TSBVI Outreach Department
Publisher:	Texas School for the Blind and Visually Impaired
Category:	Video (16 minutes)
Group:	Teachers
DB Specific:	Yes
Books Location:	
Comments:	A good resource for teachers who must plan behavior management strategies for children with dual sensory impairments.
Title:	**Helping Your Child Learn: Change of Paces**
Index Number:	V035
Author:	
Publisher:	South Dakota DOE
Category:	Video
Group:	
DB Specific:	
Books Location:	
Comments:	A training tape for parents based on coactive teaching or graduated guidance to teach recreation and daily living skills. Good step-by-step examples.
Title:	**INSITE Reunion**
Index Number:	V036
Author:	Beth Eaton, Cay Holbrook and Jane Beachboard
Publisher:	Arkansas Department of Education (1995)
Category:	Video
Group:	Early Interventionists
DB Specific:	
Books Location:	
Comments:	Follow-up training for INSITE parent advisors on communication, functional vision screening, and play assessment.

Title:	**Making the Most of Early Communication**
Index Number:	V037
Author:	Deborah Chen, Ph. D. and Pamela Haag Schacter, M.S. Ed.
Publisher:	California State University (1996)
Category:	Video and Discussion Guide -
Group:	
DB Specific:	
Books Location:	
Comments:	Strategies for supporting communication with infants, toddlers, and preschoolers whose multiple disabilities include vision and hearing loss.
Title:	**Hand in Hand: It Can Be Done!**
Index Number:	V038
Author:	Theresa Rafalowski Welch
Publisher:	American Foundation for the Blind Press (1995)
Category:	Video (68 minutes)
Group:	Educators
DB Specific:	Yes
Books Location:	
Comments:	An introduction to working with students who are deafblind. Full of practical suggestions and valuable insights.
Title:	**You and Me - Volume 2 (1)**
Index Number:	V039
Author:	Teaching Research Division
Publisher:	
Category:	Video
Group:	
DB Specific:	
Books Location:	
Comments:	
Title:	**You and Me - Volume 2 (1)**
Index Number:	V040
Author:	Teaching Research Division
Publisher:	
Category:	Video
Group:	
DB Specific:	
Books Location:	
Comments:	

Title:	**Regular Lives**
Index Number:	V041
Author:	Tom Goodwin and Geraldine Wurzburg
Publisher:	State of the Art Productions (1988)
Category:	Video (28 minutes)
Group:	
DB Specific:	
Books Location:	
Comments:	
Title:	**Kat Stremel I**
Index Number:	V042
Author:	Kathleen Stremel
Publisher:	Department of Education (1990)
Category:	Video
Group:	Early Interventionists, Sp./Language Pathologists
DB Specific:	Yes
Books Location:	
Comments:	A workshop on communication for infants and toddlers who are deafblind.
Title:	**Kat Stremel II**
Index Number:	V043
Author:	Kathleen Stremel
Publisher:	Arkansas Department of Education (1990)
Category:	Video
Group:	Early Interventionists, Sp./Language Pathologists
DB Specific:	Yes
Books Location:	
Comments:	A workshop on communication for infants and toddlers who are deafblind.
Title:	**Braille Butler**
Index Number:	V044
Author:	Karl Durre
Publisher:	Colorado State University (1990)
Category:	Video (7 minutes)
Group:	Special Educators, Vision Teachers
DB Specific:	Yes
Books Location:	
Comments:	Introduces a software program that immediately converts print to Braille and Braille to print.

Title:	**Sample Experimental Tape**
Index Number:	V045
Author:	
Publisher:	
Category:	Video
Group:	
DB Specific:	
Books Location:	
Comments:	
Title:	**Success With Technology: Transforming Learning for Students with Special Needs**
Index Number:	V046
Author:	Video teleconference
Publisher:	USDOE Office of Special Education Programs (1992)
Category:	Video (120 minutes)
Group:	
DB Specific:	
Books Location:	
Comments:	Segments of children using technology and panel discussions. Captioned.
Title:	**Deafblind Project: Parent Training Workshop**
Index Number:	V047
Author:	
Publisher:	Arkansas Department of Education (1990)
Category:	Video
Group:	
DB Specific:	
Books Location:	
Comments:	
Title:	**Parent Workshop**
Index Number:	V048
Author:	
Publisher:	
Category:	Video
Group:	
DB Specific:	
Books Location:	
Comments:	

Title:	**Huntsville Video on Inclusion (1)**
Index Number:	V049
Author:	
Publisher:	
Category:	Video
Group:	
DB Specific:	
Books Location:	
Comments:	

Title:	**Kids' Therapies**
Index Number:	V050
Author:	
Publisher:	
Category:	Video
Group:	
DB Specific:	
Books Location:	
Comments:	

Title:	**No Title**
Index Number:	V051
Author:	
Publisher:	
Category:	Video
Group:	
DB Specific:	
Books Location:	
Comments:	

Title:	**Parent Training**
Index Number:	V052
Author:	
Publisher:	
Category:	Video
Group:	
DB Specific:	
Books Location:	
Comments:	

Title:	**Resistance to Change**
Index Number:	V053
Author:	
Publisher:	Child Health and Educational Media
Category:	Video (30 minutes)
Group:	
DB Specific:	
Books Location:	
Comments:	
Title:	**Vision Test for Infants (Close Captioned)**
Index Number:	V055
Author:	Deborah Chen, Ph. D.
Publisher:	California State University Northridge (1997)
Category:	Video (20 minutes)
Group:	Parents, Educators
DB Specific:	
Books Location:	
Comments:	An opthamologist discusses vision tests and interventions.
Title:	**"You and Me" (Third in a Five Part Series) {2 copies}**
Index Number:	V056
Author:	Teaching Resource
Publisher:	Western Oregon University (1994)
Category:	Video
Group:	Educators, Parents
DB Specific:	Yes
Books Location:	
Comments:	Communication strategies for a successful inclusive education program for Riley Ford, a student with deafblindness (With manual)
Title:	**"You and Me: Interpreter-Tutor" (Second in a Five Part Series)**
Index Number:	V057
Author:	Teaching Resource
Publisher:	Western Oregon University (1994)
Category:	Video
Group:	
DB Specific:	
Books Location:	
Comments:	Interpreter-Tutor roles for Riley Ford results in an inclusive education success story. (With manual)

Title:	**"You and Me: Introduction" (First in a Five Part Series)**
Index Number:	V058
Author:	Teaching Resource
Publisher:	Western Oregon State College
Category:	Video
Group:	
DB Specific:	
Books Location:	
Comments:	Communication, Interpreter-Tutor training is done in inclusive setting.for Riley, a deaf/blind student.
Title:	**Caring For Persons With Developmental Disabilities**
Index Number:	V059
Author:	Sterner, Neef, Loeb, Trachtenberg and Stern
Publisher:	Research Press (1991)
Category:	Video
Group:	Parents, Service Providers
DB Specific:	
Books Location:	
Comments:	A training program for respite care providers. Includes 6 videotapes, videoguides, and respite analogues for trainee evaluation.
Title:	**"You and Me: Moving Toward Social Connections" (Fourth and Fifth of a Five Part Series)**
Index Number:	V059
Author:	Teaching Research
Publisher:	Western Oregon University (1997)
Category:	Video
Group:	
DB Specific:	Yes
Books Location:	
Comments:	

Miscellaneous

Title:	**Article Brochures**
Index Number:	X001
Author:	
Publisher:	
Category:	Brochures
Group:	
DB Specific:	
Books Location:	
Comments:	

Title:	**Special Education Programs Hindrant for Insurance**
Index Number:	Z001
Author:	Diane Sydoriak
Publisher:	
Category:	
Group:	
DB Specific:	
Books Location:	
Comments:	

Title:	**Informant Folder**
Index Number:	Z002
Author:	
Publisher:	
Category:	
Group:	
DB Specific:	
Books Location:	
Comments:	

Title:	**Student/Educators Partnerships**
Index Number:	Z003
Author:	Nan Ellen East and Lendora Early
Publisher:	
Category:	
Group:	
DB Specific:	
Books Location:	
Comments:	

Title:	**Administration and Implementation Guideline For School Community**
Index Number:	Z004
Author:	Jerri Chronister and Rosalie Kremers
Publisher:	
Category:	
Group:	
DB Specific:	
Books Location:	
Comments:	

Title:	**Building Inclusive Schools**
Index Number:	Z005
Author:	Patti C.Campbell, Ed. D., and Charles Robert Campbell, Ed. D.
Publisher:	Universityof Kansas, Schiefelbusch. Institute for Life Span Studies (1995)
Category:	
Group:	General, Special Educators
DB Specific:	
Books Location:	
Comments:	This instructional series of manuals and videotapes discusses innovative practices that support students with diverse learning abilities in neighborhood schools.

Date Due:_____ Date Returned:_____

Request for Resource Materials from Arkansas Deafblind Project

Inventory Number(s)_____

_____

Date of Loan:_____ Date to Return:_____

Name:_____

Organization:_____

Address:_____

City:_____ State:_____ Zip:_____

Phone Number:_____ Fax Number:_____

Receipt of the resource material listed below is hereby acknowledged. The undersigned hereby accepts responsibility for the items loaned and agrees to return the materials by the above date. Return postage is the responsibility of the borrower. The undersigned agrees to keep such property in good condition and to return the items in the condition it was received. Damaged items are the responsibility of the borrower?

Received on loan from Arkansas Deafblind Project the following property:

_____

_____

_____

_____

_____ _____

Signature of person receiving resource materials Date

Return to: Arkansas Deafblind Project
Arkansas Department of Education, Special Education
#4 State Capitol Mall, Room 105-C
Little Rock, AR 72201-1071
Phone: (501) 682-4222
Fax:(501) 682-4313

STUDENT'S NAME: _____ CHECKLIST FOR DEAFBLIND CENSUS OF ARKANSAS

To be considered as deafblind for the purposes of being included in the Federal census and receiving services from the Arkansas Project for Children with Deafblindness, a child (birth to 21) would have to meet at least one condition in each of these three areas.

Hearing	Vision	Developmental Concerns
1) * Have a documented hearing impairment (conductive, sensorineural, or mixed) of at least 26-40 dB in at least one ear (mild loss) 2) Documented history of chronic otitis media especially during the first 6 years of life or 3) *Documented syndrome/disorder associated with a progressive hearing loss or 4) *Diagnosis of auditory processing disorder following testing by a speech-language pathologist, audiologist, and/or psychologist such as or 5) Caregivers/professionals who know the child suspect impaired hearing based on: a) significant and otherwise unanticipated delay in receptive and/or expressive speech-language skills or b) responses to the full range of auditory stimuli in the environment are less than anticipated *examples/definitions on reverse side of this page	1) Have a documented visual impairment of 20/70 or worse after correction in better eye or loss in visual field or 2) *Documented syndrome/disorder (including genetic) associated with loaa of vision or 3) *Documented syndrome/disorder associated with progressive or fluctuating vision loss or 4) *Diagnosis of cortical visual impairment from ophthalmologist and /or neurologist or 5) *Diagnosis of nystagmus or 6) *Diagnosis of amblyopia after the age of 6 years or 7) *History of untreated eye condition, such as cataracts, any time during the first 3 years of life or 8) Caregivers/professionals who know the child suspect visual impairments based on : a) visual attending and/or visual examining behaviors are less than anticipated or b) *impaired visual-motor functioning, resulting from strabismus or cerebral palsy or 9) *Visual perception problems	1) Have at least a one year delay on developmental assessments or one standard deviation from score expected on the basis of chronological age on standardized assessments in one or more of the following areas: a) communication skills (including speech and language) b) social skills c) spatial awareness and orientation d) basic concepts e) academic achievement f) visual and/or auditory guided movement g) self-help skills or 2) At risk for problems with independent living and/or competitive employment upon graduation from high school or 3) At risk for problems with integration into family life/community activities or 4) At risk of getting hurt when walking/moving around independently or 5) Under the age of 5 years

Suggested uses for this CHECKLIST (1) To evaluate each of the students in special education.
(2) To present to parents as a tool to help develop an understanding of their child's needs for program modification because of sensory deficits
(3) To keep in child's records.

Hearing	Vision	Developmental Concerns
1) *A conductive hearing loss is caused by problems in the outer ear or middle ear, e.g., blockage of the ear canal, damage to the ear drum, problems with the bones in the middle ear, or fluid in the middle ear. A sensorineural hearing loss is caused by nerve damage to the inner ear. A mixed hearing loss is a combination of conductive and sensorineural impairments. 3) *Some examples of syndromes associated with progressive hearing loss include: ●Norrie Syndrome ●Sticklers Syndrome ●Kniest Syndrome ●Goldinhar Syndrome ●Mohr Syndrome ●Paget Syndrome ●Cockayne Syndrome ●Hurler Syndrome 4) *Reports from professionals that may include such terms or descriptions as: ●central auditory processing problem ● central auditory processing dysfunction ●difficulty in understanding what is heard	2) *Some examples of syndromes or disorders associated with loss of vision include: ●Congenital cataracts ●Retinopathy of Prematurity ●Retinal Blastomas ●Noonan Syndrome ●Morquio Syndrome ●Marfan Syndrome 3) *Some examples of disorders associated with progressive or fluctuating vision loss include: ●Retinitis Pigmentosa ●Usher Syndrome ●Glaucoma 4) *Cortical visual impairment results in the inability of an individual to process visual information. 5) *Nystagmus is an involuntary rapid movement of the eye. 6) *Amblyopia is uncorrectable blurred vision due to disuse of the eye. 7) *Cataracts are a clouding of the lens of the eye. 8b) *Strabismus is a deviation of the eyes so they are not simultaneously directed to the same object. 9) *Examples of visual perception problems: ●Child may be observed to overreach or underreach for objects ●Child may misjudge where the food is on a plate ●Child may be confused by color or texture of walking surface	

WHY IDENTIFY CHILDREN WITH DEAFBLINDNESS?

Federal law, under Section 307.11 of the Individuals with Disabilities Education Act, mandates that each state identify and report children with deafblindness. Arkansas receives funds to provide technical assistance to families, teachers, schools and agencies that provide care for, or serve, students from birth to the age of 21 with deafblindness.

The Arkansas Project for Children with Deafblindness has identified many children with deafblindness who reside in Arkansas; however, in an effort to ensure that all children with deafblindness in Arkansas receive appropriate services, the Project has increased its efforts to identify these children throughout the State.

IMPORTANT: A student does not have to be identified as deafblind on the annual Child Count in order to be eligible for inclusion on the Deafblind Census.

***

For additional information on the Arkansas Deafblind Census, contact:

Darleen Riley Tripcony, Family Consultant
or
Barbara Haynes, Education Consultant
at
Arkansas Project for Children With Deafblindness
Arkansas Department of Education
Special Education
#4 Capitol Mall, Room 105C
Little Rock, AR 72201
Phone: (501) 682-4222
Fax: (501) 682-4313
e-mail: dtripcony@arkedu.k12.ar.us

WHO SHOULD BE INCLUDED?

Individuals who -

❖ are both blind and deaf as demonstrated by accurate vision and hearing tests.

❖ have hearing and visual impairments of a mild to severe degree and additional impairments.

❖ have been diagnosed with a degenerative condition which will affect vision and/or hearing acuity.

❖ have multiple disabilities due to central processing dysfunction who may demonstrate inconclusive responses during evaluations or in the natural environment.

Children aged two or younger who -

❖ are experiencing developmental delays in hearing and vision.

❖ have a diagnosed physical or mental condition that has a high probability of resulting in developmental delays in hearing and vision.

❖ are at risk of having substantial developmental delays in hearing and vision if early intervention services are not provided.

***

This Project is funded by the US Department of Education, Office of Special Education Programs, Grant #H025A20033, and is administered through the Arkansas Department of Education, Special Education.

WHO CAN USE THESE SERVICES?

✔ Educational personnel who work with individuals between the ages of birth and 21 years of age who have both vision and hearing impairments.

✔ Parents and family members, group home staff, and individual care providers of individuals between birth and 21 years of age with both vision and hearing impairments.

✔ Personnel from state and community agencies, medical programs and others who provide services to individuals with both vision and hearing impairments.

WHAT ARE SOME OF THE PROJECT ACTIVITIES?

✸ To identify, register and track individuals from birth through 21 years of age who have both vision and hearing impairments.

✸ To respond to individual requests for technical assistance in educational settings.

✸ To conduct training activities for parents and professionals.

✸To disseminate information regarding dual sensory impairments and Project activities.

✸ To maintain a materials resource center, including videotapes, books and articles for loan to parents and professionals.

SOME TYPICAL QUESTIONS ASKED

What is the purpose of the census?

- Based on the number of students on the census, the Arkansas Project for Children With Deafblindness receives funding to provide technical assistance and support to families, schools and agencies that provide services for students with deafblindness.

How do we request the services provided by the Arkansas Project for Children With Deafblindness?

- By contacting the Project staff at the address and/or phone number listed elsewhere in this brochure.

My student/child is identified as having multiple disabilities, not deafblind. May s/he still be on the Deafblind Census?

- Yes. Regardless of the student's identified disability, the student may be included on the census if s/he meets the criteria listed under "Who Should Be Included?"

Do we report only once a year?

- No. We would like updates on the students whenever they occur.

What about confidentiality?

- This reporting process completely complies with 34 Code of Federal Regulations 99.31 which permits the disclosure of information about students to state education agencies without parental consent.

WHEN DO I PROVIDE INFORMATION TO THE PROJECT?

For your convenience, we have developed a system that will allow you to notify our office if any changes occur in your population of students who are deafblind. Enclosed is a copy of the census notification form.

Please fill out this form and return it to our office whenever a student with deafblindness:

→ is identified in your school or agency as being eligible for inclusion on the census; or,

→ needs to be deleted from your school system's census for any reason, i.e., graduates, moves or reaches the age of 22.

On an annual basis, you will be requested to update and verify the accuracy of the student information on the census. This will be done through the forms provided to you at that time.

*****

All census forms and requests for information should be directed to:

Arkansas Project for Children
With Deafblindness
Arkansas Department of Education
Special Education
#4 Capitol Mall, Room 105C
Little Rock, AR 72201
Phone: (501) 682-4222
Fax: (501) 682-4313
e-mail: dtripcony@arkedu.k12.ar.us

ARKANSAS PROJECT FOR CHILDREN WITH DEAFBLINDNESS

ARKANSAS PROJECT FOR CHILDREN WITH DEAFBLINDNESS

NATIONAL CENSUS INFORMATION

Arkansas Department of Education, Special Education

OFFICE USE ONLY
County Code: _____
Name Code: _____
Numeric Code: _____

Instructions: The Arkansas Department of Education (ADE), Special Education, is required by the US Department of Education to submit information for the annual federal census of children birth to age 21 identified as deafblind within the State of Arkansas. This form was developed to obtain the information required for inclusion in the annual federal deafblind census.

Please complete **one** form for **every** individual you serve who you think may be deafblind, or who functions as if he/she is deafblind. Individuals **do not** have to be totally deaf and totally blind **nor** do they have to be **counted as deafblind** on the December 1 Child Count to be considered deafblind for the purpose of this census.

Individuals with either a vision or a hearing impairment in addition to multiple and/or cognitive disabilities that interfere with their ability to communicate may be considered functionally deafblind. See the last page of this form for the definition of deafblindness. Final determination of the individual's deafblindness and eligibility for follow up by the Project will be made by Project staff. Notification of the outcome of the referral will be mailed to the referral source once a determination of eligibility is made.

SECTION 1: PERSONAL INFORMATION

Individual's Name: _____ County: _____

Gender (check one): Male (0) ____ Female (1) ____ Age: _____ DOB: ____/____/_____
Month Day Year

Parents' Name(s): _____ Telephone: (___) _____

Parents' Address: _____
(Street) (City) (State) (Zip Code)

Parents' Work Phone: (____) _____ Message Phone: (____) _____

Individual's Address: _____
(if different from parents') (Street) (City) (State) (Zip Code)

SECTION 2: SCHOOL/PROGRAM INFORMATION

School/Program Name: _____ Telephone: (____) _____

School/Program Address: _____
(Street) (City) (State) (Zip Code)

Teacher's Name: _____ Telephone: (____) _____

Contact Person: _____ Title: _____ Telephone: (____) _____

Responsible School District: _____

LEA Supervisor/EC Coordinator/Program Director: _____

Address: _____
(Street) (City) (State) (Zip Code)

Supervisor's/Coordinator's/Director's Telephone: (____) _____ Fax: (____) _____

Name of Person Completing Form: _____ **Telephone:** (___)_____

Position: _____ **Agency:** _____ **Date:** _____

Revised May 28, 1999

SECTION 3: ETIOLOGY OF DEAFBLINDNESS

Etiology (Circle the number for **ONLY ONE** etiology code from the list below that best describes the primary cause of the individual's deafblindness. If applicable, specify "other" etiologies in Items 199, 299 or 399):

Hereditary/Chromosomal Syndromes and Disorders	
101 Aicardi syndrome	130 Marshall syndrome
102 Alport syndrome	131 Maroteaux-Lamy syndrome (MPS VI)
103 Alstrom syndrome	132 Moebius syndrome
104 Apert syndrome (Acrocephalosyndactyly, Type 1)	133 Monosomy 10p
105 Bardet-Biedl syndrome (Laurence Moon-Biedl)	134 Morquio syndrome (MPS IV-B)
106 Batten disease	135 NF1 – Neurofibromatosis (von Recklinghausen disease)
107 CHARGE association	
108 Chromosome 18, Ring 18	136 NF2 – Bilateral Acoustic Neurofibromatosis
109 Cockayne syndrome	137 Norrie disease
110 Cogan syndrome	138 Optico-Cochleo-Dentate Degeneration
111 Cornelia de Lange	139 Pfieffer syndrome
112 Cri du Chat syndrome (Chromosome 5p-syndrome)	140 Prader-Willi
	141 Pierre-Robin syndrome
113 Crigler-Najjar syndrome	142 Refsum syndrome
114 Crouzon syndrome (Craniofacial Dysotosis)	143 Scheie syndrome (MPS I-S)
115 Dandy Walker syndrome	144 Smith-Lemil-Opitz (SLO) syndrome
116 Down syndrome (Trisomy 21 syndrome)	145 Stickler syndrome
117 Goldenhar syndrome	146 Sturge-Weber syndrome
118 Hand-Schuller-Christian (Histiocytosis X)	147 Treacher Collins syndrome
119 Hallgren syndrome	148 Trisomy 13 (Trisomy 13-15, Patau syndrome)
120 Herpes-Zoster (or Hunt)	149 Trisomy 18 (Edwards syndrome)
121 Hunter syndrome (MPS II)	150 Turner syndrome
122 Hurler syndrome (MPS I-H)	151 Usher I syndrome
123 Kearns-Sayre syndrome	152 Usher II syndrome
124 Klippel-Feil sequence	153 Usher III syndrome
125 Klippel-Trenaunay-Weber syndrome	154 Vogt-Koyanagi-Harada syndrome
126 Kniest Dysplasia	155 Waardenburg syndrome
127 Leber congenital amaurosis	156 Wildervanck syndrome
128 Leigh disease	157 Wolf-Hirschorn syndrome (Trisomy 4p)
129 Marfan syndrome	199 Other _____
Pre-Natal/Congenital Complications	**Post-Natal/Non-Congenital Complications**
201 Congenital Rubella	301 Asphyxia
202 Congenital Syphilis	302 Direct trauma to the eye and/or ear
203 Congenital Toxoplasmosis	303 Encephalitis
204 Cytomegalovirus (CMV)	304 Infections
205 Fetal Alcohol syndrome	305 Meningitis
206 Hydrocephaly	306 Severe head injury
207 Maternal drug use	307 Stroke
208 Microcephaly	308 Tumors
209 Neonatal Herpes Simplex (HSV)	309 Chemically induced
299 Other _____	399 Other _____
Related to Prematurity	**Undiagnosed**
401 Complications of Prematurity	501 No Determination of Etiology

SECTION 4: RACE/ETHNICITY

Circle the **ONE** Race/Ethnicity number code that **best describes** the individual.

Race/Ethnicity	
1. American Indian or Alaska Native	4. Hispanic or Latino
2. Asian or Pacific Islander	5. White (not Hispanic)
3. Black or African American (not Hispanic)	

SECTION 5: VISUAL IMPAIRMENT

Primary Classification of Visual Impairment (Circle the **ONE** number code that **best describes** the primary classification of the individual's visual impairment):

Primary Classification of Visual Impairment
1. Low vision (Visual acuity of 20/70 to 20/200 **in the better eye with correction**)
2. Legally blind (Visual acuity of 20/200 or less ***or*** field restriction of 20 degrees or less **in the better eye with correction**)
3. Light Perception Only (LPO)
4. Totally blind
5. Cortical Visual Impairment
6. Diagnosed progressive loss
7. Further testing needed to determine visual impairment
8. Tested – Results nonconclusive

For the purposes of this section, the term "functional vision assessment" means a non-clinical assessment conducted by a trained vision specialist using commonly accepted assessment tools, checklists and measures for the purpose of making educated judgments about the student's functional use of vision.

Date (Month and Year) of Last Ophthalmological/Optometrical Exam: _____/_____

Date (Month and Year) of Last Functional Vision Assessment: _____/_____

SECTION 6: HEARING IMPAIRMENT

Primary Classification of Hearing Impairment (Circle the **ONE** number code that **best describes** the primary classification of the student's hearing impairment):

Primary Classification of Hearing Impairment	
1. Mild (26 – 40 dB loss)	5. Profound (91+ dB loss)
2. Moderate (41 – 55 dB loss)	6. Diagnosed progressive loss
3. Moderately severe (56 – 70 dB loss)	7. Further testing needed to determine hearing impairment
4. Severe (71 – 90 dB loss)	8. Tested – Results nonconclusive

For the purposes of this section, the term "functional hearing assessment" means a non-clinical assessment conducted by a trained hearing specialist using commonly accepted assessment tools, checklists and measures for the purpose of making educated judgments about the student's functional use of hearing.

Date (Month and Year) of Last Audiological Exam: _____/_____

Date (Month and Year) of Last Functional Hearing Assessment: _____/_____

Does the individual have a central auditory processing disorder? (please check) No _____ Yes _____

SECTION 7: OTHER IMPAIRMENTS

Please check Yes or No to indicate if the individual has other impairment(s), in addition to the hearing and visual impairments, that have a significant impact on the individual's developmental or educational progress. If applicable, specify "other" in Item 25 of this section.

Other Impairments					
21 Physical Impairment(s)	No ___	Yes ___	23 Behavioral Disorder	No ___	Yes ___
22 Cognitive Impairment(s)	No ___	Yes ___	24 Complex Health Care Needs	No ___	Yes ___
25 Other (specify) _____				No ___	Yes ___

SECTION 8: IDEA

Circle **ONLY ONE** number code for the funding category under which the individual is receiving services :

Funding Category
1 IDEA Part B (Ages 3 – 21)
2 IDEA Part C (Birth – age 2) Previously Part H
3 Not reported under Part B or Part C

SECTION 9: PART B CATEGORY CODE

Circle **ONLY ONE** number code for the primary category under which the individual was **reported** on the **December 1** ADE Part B, IDEA **Child Count**.

Part B Category Codes	
0	Not applicable – Individual is under 3 years old
1	Autism
2	Hearing Impairment (includes deafness)
3	Deafblindness
4	Mental Retardation
5	Multiple Disabilities
6	Other Health Impairment
7	Orthopedic Impairment
8	Serious Emotional Disturbance
9	Specific Learning Disability
10	Speech or Language Impairment
11	Traumatic Brain Injury
12	Visual Impairment (includes blindness)
13	Developmental Delay (optional category for age 3 through 9)
[illegible]	Non-categorical
888	Not reported under Part B of IDEA

SECTION 10: EDUCATIONAL SETTING

Circle **ONLY ONE** number code from the appropriate age subcategory for the educational setting that **best describes** the individual's education setting. If applicable, specify "other" educational settings in Item 155, 255 or 355 of this section.

Educational Setting	
Birth Through Age 2	**Ages 3 – 5**
101 Early Intervention Center/Classroom	201 Early Childhood Setting
102 Home Based Early Intervention	202 Early Childhood Special Education Setting
103 Combination of Center Based and Home Based Early Intervention	203 Combination of 201 and 202
104 Clinical Outpatient Services	204 Home School Program
105 Daycare/Childcare	205 Residential School
106 Homebound/Hospital Environment	206 Specialized School, i.e., DDS Center
107 Not receiving Early Intervention Services	207 Itinerant Service Outside the Home
155 Other (specify)_____	208 Reverse Mainstream Setting
_____	209 Charter School
	210 Homebound/Hospital Environment
	211 Not Receiving Special Education Services
	255 Other (specify) _____
Ages 6 – 21	
301 General Education Class - at least 80% of the day	308 Homebound/Hospital Environment
302 Resource Room - from 20% to 60% of the day	309 Charter School
303 Self-contained Class - more than 60% of the day	310 Home School Program
304 Public Specialized School	311 Post-secondary Program
305 Private Specialized School, i.e., DDS Center	312 Vocational Program
306 Public Residential School	313 Not in Educational Setting
307 Private Residential School	355 Other (specify) _____

SECTION 11: SPECIAL EDUCATION STATUS

Circle **ONLY ONE** number code that best describes the individual's special education program status.

Special Education Status	
0 Currently in a Special Education Program	5 Deceased
1 No longer receives Special Education	6 Moved, known to be continuing in Spec. Ed.
2 Graduated with diploma, i.e., identical to general ed	7 Moved, not known to be continuing in Spec. Ed.
3 Graduated with certificate, i.e., fulfillment of IEP	8 Dropped out
4 Reached maximum age for Part B services	

SECTION 12: LIVING SETTING

Circle the living setting in which the individual resides the majority of the year. If applicable, specify "other" living setting(s) in Item 555 of this section.

Living Setting	
1 Home: Birth/Adoptive Parents	6 Group Home (less than 6 residents)
2 Home: Extended Family	7 Group Home (6 or more residents)
3 Home: Foster Parents	8 Apartment (with non-family persons[s])
4 State Residential Facility	9 Pediatric Nursing Home
5 Private Residential Facility	555 Other (specify) _____

INDIVIDUALS IDENTIFIED AS DEAFBLIND ARE THOSE WHO:

- Have both vision **and** hearing impairments;
- Have both vision **and** hearing impairments and an additional learning and/or language disability;
- Have been diagnosed as having a degenerative disease that will affect both vision **and** hearing, such as Usher syndrome or CHARGE Association; or
- Have multiple disabilities due to generalized central nervous system dysfunction, and exhibit inconsistent responses to visual and auditory stimuli (classified as functionally deafblind).

*****

REQUEST FOR TECHNICAL ASSISTANCE

Would your school/program be interested in receiving information and/or technical assistance regarding providing educational services to this individual? _____ Yes _____ No

If Yes, please indicate the area(s) and type(s) of technical assistance requested:

A. Area(s) of Technical Assistance Needed:

❑	Communication	❑	Transition
❑	Recreation/Leisure	❑	Assistive Technology
❑	Modifications and Adaptations	❑	Self-help/Activities of Daily Living Skills
❑	Functional Programming	❑	Vocational

B. Type(s) of Technical Assistance Preferred:

● Workshops ❑ Individual On-site Consultation ❑ Video/Written Materials

*****

Return completed form **no later than** February 15 to:

Darleen Riley Tripcony, Family Consultant
Arkansas Project for Children with Deafblindness
Arkansas Department of Education, Special Education
#4 Capitol Mall, Room 105C
Little Rock, AR 72201
Phone: 501-682-4222
Fax: 501-682-4313
e-mail: dtripcony@arkedu.k12.ar.us

Additional Contact Person: Barbara Haynes, Education Consultant
Arkansas Project for Children with Deafblindness
Phone: 501-682-4222
Fax: 501-682-4313
e-mail: bhaynes@arkedu.k12.ar.us

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The Arkansas Project for Children with Deafblindness is funded through the US Department of Education, Office of Special Education Programs, Section 307.11 of the Individuals with Disabilities Education Act (IDEA).

ARKANSAS PROJECT FOR CHILDREN WITH DEAF-BLINDNESS
ADVISORY BOARD
(May 28, 1999)

1. **Ms. Ovidio Barranco**, Parent
   4309 Kenyon Drive
   Little Rock, AR 72205
   Phone: (501) 666-5295

2. **Ms. Kathy Brown**, Vision Teacher
   Little Rock School District
   Annex – 100 South Arch
   Little Rock, Arkansas 72201
   Phone: (501) 324-2190

3. **Mr. Dennis Cummings**, Consumer
   500A Mountain Valley
   Hot Springs, Arkansas 71901
   Phone: (501) 624-7710

4. **Ms. Marcella Dalla Rosa,** Supervisor
   Educational Services for the Hearing Impaired
   2400 West Markham
   Little Rock, AR 72203
   Phone: (501) 324-9825

5. **Mr. C.C. Davis**, Regional Representative
   Helen Keller National Center
   South Central Region
   4455 LBJ Freeway, Suite 814
   Dallas, Texas 75244-598
   Phone: (214) 490-9677

6. **Ms. Annette Eddy**, Parent
   200 Bell Avenue
   Texarkana, AR 71854
   Phone: (870) 653-6098

7. **Ms. Ann Gilkey**, Deaf-Blind Coordinator
   Arkansas School for the Deaf
   P.O. Box 3811
   2400 West Markham Street
   Little Rock, Arkansas
   Phone: 682-8711

8. **Ms. Deannine Haley**, Service Coordinator
   Deafblind Program
   Office for the Deaf and Hearing Impaired
   4601 West Markham Street
   Little Rock, AR 72205
   Phone: (501) 686-9697

9. **Ms. Barbara Haynes**, Education Consultant
   Arkansas Project for Children with Deafblindness
   #4 State Capitol Mall, Room 105C
   Little Rock, AR 72201
   Phone: (501) 682-4222

10. **Ms. Thelma Jasper**, Early Childhood Coordinator
    Pulaski County Tri-District Early Childhood Program
    P.O. Box 687
    North Little Rock, AR 72115-0687
    Phone: (501) 771-8093

11. **Mr. Bob Maxwell**, Deaf-Blind Coordinator
    Division of Services for the Blind
    522 Main Street, Suite 100
    Little Rock, AR 72201
    Phone: 682-0332

12. **Ms. Bronwyn Palmer**, Transition Specialist
    Arkansas Department of Education, Special Education
    #4 State Capitol Mall, Room 105C
    Little Rock, AR 72201
    Phone: (501) 682-4299

13. **Ms. Bette Parker**, Preschool Consultant
    Arkansas School for the Blind
    Educational Services for the Visually Impaired
    2600 West Markham Street
    Little Rock, AR 72205
    Phone: (501) 296-1815

14. **Mr. Phillip Pengelly**, School Age Services Coordinator
    Easter Seal Arkansas
    3920 Woodland Heights Road
    Little Rock, AR 72212
    Phone: (501) 227-3600

15. **Ms. Sherry Shaw**, Instructor
University of Arkansas at Little Rock
Department of Rehabilitation
2801 South University Avenue
Little Rock, AR 72204
(501) 569-3169

16. **Ms. Wanda Stovall**, Executive Director
Arkansas Disability Coalition
2801 Lee Avenue, Suite B
Little Rock, AR 72205
Phone: (501) 614-7020

17. **Ms. Deb Swink**, Special Education Supervisor
Arch Ford Co-Operative
105 North 6th Street
Heber Springs, AR 72543
Phone: (501) 745-4744

18. **Ms. Darleen Riley Tripcony**, Family Consultant
Arkansas Project for Children with Deafblindness
#4 State Capitol Mall, Room 105C
Little Rock, AR 72201
Phone: (501) 682-4222

19. **Mr. Harold Williams**, Rehabilitation Counselor
Lions World Services for the Blind
2811 Fair Park Boulevard
Little Rock, AR 72204
Phone: (501) 664-7100

20. **Ms. Molly Wooten**, School-Age Coordinator
Department of Human Services/Developmental Disabilities Services
Donaghey Plaza North, Slot 2520
Little Rock, AR 72203-1437
Phone: (501) 682-8703

21. **Ms. Julie Lawrence**, Advocate Trainer
Mainstream Living
1818 South University
Little Rock, AR
Phone: (501) 280-0012

NTAC TA PLAN FOR ARKANSAS

TA NEED(S)		IMPACT(S) OF TA	
There is a need for all families, various community members, educators and service providers in Arkansas to be trained and become knowledgeable in the issues of best practices for individuals who are Deaf-Blind.		Through TA increased numbers of educators, community members, service providers, and families will be well trained in implementing best practices, therefore individuals who are Deaf-Blind will receive quality programming and services that are geared to specific identified needs.	
TA OUTCOMES	**Resources for TA**	**TA STRATEGIES**	**PEOPLE/TIMELINES**
1. Selection of 3 sites (based on survey conducted to assess interest and need) to pursue development of model programs		1.1 Define "best" practices	Trng. Sub-committee 3/10/98
		1.2 Administer Needs Assessment and letter to survey school personnel for interest in and need for training in best practices, and interest in participating as a model program	NTAC (S. Baker), B. Haynes, Trng. Sub-committee 5/15/98
		1..3 Three (3) model sites are selected from those responding to survey and areas of state with highest incidence of students with DB, with full endorsement of program administration to attend and conduct training, and to be a resource to other "teams" in the state	B. Haynes, Kathy, Ann 6/10/98

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TA OUTCOMES	Resources for TA	TA STRATEGIES	PEOPLE/TIMELINES
		1.4 Plan training	NTAC (S. Baker), B. Haynes, Trng. Sub-committee Summer 1998
		1.5 Pursue funding sources other than NTAC; identify trainers	NTAC (S. Baker), B. Haynes, Trng. Sub-committee Summer 1998
2. Three (3) model program staff/teams will have increased knowledge and skills in the areas of DB as a result of being trained in "Effective Practices"		2.1 For each model program 5-6 people (family members, teacher(s), aides, related service personnel, etc) are chosen to become a resource team surrounding one student who is DB	B. Haynes, D. Tripcony 6/10/98
		2.2 Consortium agrees to support and monitor model program sites and training	Consortium members 6/10/98
		2.3 First "team" training for model programs; development of "team" operating procedures	NTAC (S. Baker), B. Haynes, Training Consultant(s), Consortium members September, 1998

TA OUTCOMES	Resources for TA	TA STRATEGIES	PEOPLE/TIMELINES
		2.4 Second training for model program "teams"; on-going team-building	NTAC (S. Baker), B. Haynes, Training Consultant(s), Con-sortium members Winter, 1998/99
		2.5 Third "team" training; on-going team-building	NTAC (S. Baker), B. Haynes, Training Consultant(s), Con-sortium members
3. At least three (3) students will have better programming as a result of "team" trainings in best practices		Strategies for Outcomes 4 - 6 will be contingent upon the level of implementa-tion of the strategies listed under Outcomes # 1 and 2.	Spring, 1999
4. Three (3) model sites will be used as resources to increase knowledge and understanding among a variety of service providers, family members, and teachers			
5. Additional sites will be selected to develop model programs and resource teams			
6. ___# of resource teams will be in place, to serve as resources and model programs of best practices for working with students who are DB			

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ACTION PLAN FOR ARKANSAS

TA NEED(S)		IMPACT(S) OF TA	
There is a need in Arkansas for a family support system to provide families of individuals who are DB with emotional support and information regarding advocacy and resource availability		Arkansas will have in place a strong family support system that provides emotional support and information on advocacy and resource availability to all families of individuals who are DB	
TA OUTCOMES	Resources for TA	TA STRATEGIES	PEOPLE/TIMELINES
1. Families of individuals who are DB will have in place an established/ reorganized system of support	AR DB Proj., Annette, Hilton-Perkins, Services f/t Blind, AR Dept. of Education, CSPD Coordinator	1.1 Reorganization meeting at the ADE Parent Training	Wanda, Molly, Deannine to facilitate 5/2/98
		1.2 Identify grant resources for re-organization of parent group (Deannine to contact Annette re: Hilton-Perkins grant information)	Deannine Spring 1998
		1.3 Disseminate CSPD training calendar	Darlene Summer 1998
		1.4 Develop Agency resource list and provide to parent group	Barbara Spring 1998
		1.5 Add parents to agency mailing list; ??? letters to be mailed to ???	Deannine, Bob, Darleen Spring 1998
		1.6 Develop "flyer" about parent group	Wanda June, 1998
		1.6 Exhibit/photo display at Special Show	Darleen August, 1998

ACTION PLAN FOR ARKANSAS

TA NEED(S)		IMPACT(S) OF TA	
There is a need in Arkansas for a networking system that enables educators, service providers, community members, and families of DB individuals to collaborate and share information		Arkansas will have in place an active network system that allows educators, service providers, community members, and families of DB individuals to consistently collaborate and share information regarding best practices and issues of best practices	
TA OUTCOMES	Resources for TA	TA STRATEGIES	PEOPLE/TIMELINES
1. A reactivated statewide "steering committee" will be established and in place	AR. DB Proj., D.O.E., D.D.S., Early Childhood, LEA's, ASD, ASB, ODHI, DSB, AR. Transition Proj., Lions World Serv. f/t Blind, HKNC/RR, Employment Security Div., Higher Ed/Univ, families, consumers	1.1 Initial reorganization meeting A. Select a name for the organization B. Establish organizational make-up of group C. Identify and roles and responsibilities D. Establish meeting logistics (eg. when, where, how long to meet?) E. Develop purpose statement F. Develop agenda for next mtg.	Bob, Darleen, NTAC (Sandi and Jessica) March 10, 1998
2. Increased number of educators, service providers, community members and family members of DB individuals will have increased opportunities to collaborate and share information regarding best practices		2.1 Quarterly meetings 2.2 Recruit new members 2.3 Develop plan for collaboration & coordination	Bob and Darleen June 3, 1998 Sept. 2, 1998 Dec. 2, 1998

AR. Project For Children With Deaf-Blindness

NEEDS ASSESSMENT for Teachers

Please complete this brief questionnaire to indicate the type and level of training you would like to receive on behalf of the student with deaf-blindness who is in your program. Your responses may be used to specially design a training or other technical assistance activity.

Name of School Requesting Training_____ Phone _____

Address_____ City_____ State_____ Zip _____ County_____

Contact person _____ Title/Relationship to Student_____

Name of Student_____ D.O.B. _____

TRAINING NEEDS

Please indicate the areas in which you need the most training. Select 3 topics that are the most pressing to you currently, and rank them in order (with 1 being most important and 3 being least important). Also, place a check mark beside other topics that you would like to address at a later date, but which are not top priority at this time.

Content Areas

___ Definitions and characteristics of deaf-blindness (including etiologies and medical issues)
___ Development of IFSP/IEP/ITP
___ Learning styles of students whoare deaf-blind
___ Importance of purposeful movement in the education of students who are deaf-blind
___ Motor development and how it is affected by deaf-blindness
___ Amplification and audiology concepts
___ Communication development - how deaf-blindness affects it
___ Assessment of communication skills for students who are deaf-blind
___ How to select communication modes, systems and devices to use with a student who is deaf-blind

Content Areas Cont'd.

___ Specific communication modes, systems, and devices: Check (do not rank) all that you would like to know more about:
___ Touch cues
___ Object cues
___ Gestures and body language
___ Vocalization for interaction
___ Tangible symbols
___ Tangible symbol systems
___ Augmentative communication systems
___ Manual communication - sign language and fingerspelling
___ Speech development, lipreading/speechreading
___ auditory training
___ Written language, including reading and writing in braille or print
___ High-tech and low-tech devices for reading and writing

Cont'd on next page

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TRAINING NEEDS Cont'd.

Content Areas cont'd. ___ Basic techniques of orientation and mobility (O & M) ___ Instructional strategies for classroom and community: O & M to students who are deaf-blind ___ Development of early childhood motor and mobility skills for students who are deaf-blind ___ Adaptive equipment ___ Self-advocacy Effective Practices ___ Person-centered planning ___ Including families in development of educational program ___ Including students who are deaf-blind in the general education classroom ___ Positive behavior management ___ Systematic, data-based instruction ___ Community-based instruction	Effective Practices Cont'd. ___ Teaching strategies for students who are deaf-blind ___ Functional Student assessment ___ Functional, age-appropriate curriculum development ___ Modification/adaptations to materials, activities, curriculum, environment ___ Integrated delivery of educational and related services ___ Transition planning ___ Collaborative learning ___ Assistive technology Other ___ Adult services (vocational, community living) ___ Resources in Deaf-Blindness and how to identify and locate them ___ Other _____

Please list other topics/areas of interest:

1)_____

2)_____

Out of all the topics you checked, which are the 3 most important to you?

1. _____
2. _____
3. _____

How would you describe the level and amount of training related to deaf-blindness you've had in the past (check all that apply):

___ *One-time training* ___ *In-service __ times per year* ___ *Summer Institute (indicate how many)* ___ *Course work*

Preferred training format:

__ One-day __ Two-day __ Other:_____

Which month and days of the week would you prefer for a training activity?

(Month)_____ Day(s) of week_____

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AR. Project For Children With Deaf-Blindness
NEEDS ASSESSMENT for Service Providers

Please complete this brief questionnaire so that we can better plan training opportunities that address your needs as a service provider of individuals who are deaf-blind. Your responses will be used to help direct current efforts to reduce duplication of training opportunities.

Name of Agency You Represent _____ *Phone* _____

Address _____ *City* _____ *State* _____ *Zip* _____ *County* _____

Contact person _____ *Title/Relationship to Student* _____

What age groups of individuals who are deaf-blind do you currently serve/teach? Check all that apply:

__ Birth through 2 years
__ 3 through 5 years
__ 6 through 11 years
__ 12 through 13 years
__ 14 through 18 years
__ 19 through 22 years
__ 23 through 28 years

In what settings do you currently work with individuals who are deaf-blind? Check all that apply:

Day school programs
__ General education classroom
__ Separate classroom
__ Resource room
__ Teacher (specify general, resource, or special education)_____
__ Itinerant resource teacher
__ Consultant
__ Public school (specify if separate school facility)_____
__ Private school (specify if special school facility)_____

Residential or other setting/programs
__ Public residential facility
__ Private residential facility
__ Student's home
__ Hospital environment
__ Technical assistance service provision
__ Single or multi-state deaf-blind project
__ Rehabilitation/other adult service provider
__ Other (please specify)_____

About how many years have you worked with individuals who are deaf-blind? _____
What type of training have you had in working with individuals who are deaf-blind? _____

TRAINING NEEDS

Please indicate the areas in which you need the most training related to working with individuals who are deaf-blind. Select 3 topics that are the most pressing to you currently, and rank them in order-(with 1 being most important and 3 being least important). Also, place a check mark beside other topics that you would like to have addressed at a later date, but which are not top priority at this time.

(Please see next page)

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Content Areas:

__ Definitions and characteristics of deaf-blindness (including etiologies and medical issues)
__ Development of IFSP/IEP/ITP (Please circle one)
__ Learning styles of students who are deaf-blind
__ Systematic, data-based instruction
__ Importance of purposeful movement in the education of students who are deaf-blind
__ Motor development and how it is affected by deaf-blindness
__ Development of early childhood motor and mobility skills for students who are deaf-blind
__ Basic techniques of orientation and mobility (O & M)
__ Instructional strategies for classroom and community: O & M to students who are deaf-blind
__ How to select communication modes, systems and devices to use with an individual who is deaf-blind
__ Specific communication modes, systems, and devices:
Check (do not rank) all that you would like to know more about:
  __ Touch cues
  __ Object cues
  __ Gestures and body language
  __ Vocalization for interaction
  __ Tangible symbols/symbol systems
  __ Augmentative communication systems
  __ Manual communication - sign language and fingerspelling
  __ Speech development, lipreading/speechreading
  __ Auditory training
  __ Written language, including reading and writing in braille or print
  __ High-tech and low-tech devices for reading and writing

Content Areas Cont'd.

__ Recreation and leisure activities (age appropriate)
__ Amplification and audiology concepts
__Adaptive equipment
__ Self-advocacy
__ Behavior issues

Effective Practices:

__ Including students who are deaf-blind in the general education classroom
__ Person-centered planning
__ Teaching strategies for students who are deaf-blind
__ (Functional) Student assessment
__ (Functional) Curriculum development
__ Collaborataive teaming
__ Assistive technology

Transition/Adult Services

__ Vocational/employment issues
__ Community Living issues

Other

__ Resources in deaf-blindness and how to identify and locate them
__ Systems change
__ Other (please be specific)_____
_____
_

Please list other topics/areas of interest:

*1)*_____
*2)*_____
*3)*_____

Out of all the topics you checked, which are the 3 most important to you

*1)*_____
*2)*_____
*3)*_____

Preferred training format:

__ One day __ Other _____
__ Two day

*Day(s) of week preferred:*_____

*Month(s) preferred:*_____

Needs Assessment for Parents and Family Members

Dear Parent/Family Member:

Please complete this brief questionnaire so that we can better plan training opportunities that address your needs as a parent or family member with a child who is deaf-blind.

Name:_____ Phone_____

Address:_____ City/Town_____ State_____ Zip_____

Section I: Areas in which you would like to receive training. Please * the most critical areas.

Advocacy Skills		Planning Efforts		Personal Issues	
	Increasing knowledge of legislation: IDEA, School to Work		Transition planning from early childhood education to school age.		Coping strategies for parents; e.g. survival skills
	Planning for & participating in the IFSP, IEP, ITP, IWP process		Transition planning from school to adult services/postsecondary services		Coping strategies for siblings; how parents can support sibling concerns
	Effectively communicating with administrators and professionals		Using a planning tool e.g. Personal Futures Planning; PATH; MAPS; COACH; VISTA; INSITE		Handling "volunteer" burnout
	Skills in resolving conflict		Social Security - SSI		Accessing family supports, e.g. respite
	Knowing how to build parent/professional partnerships		Knowledge of assessment strategies related to deaf-blindness		Organizing a new parent/family group:
	Increasing community awareness of deaf-blindness		Medicaid Waivers; alternative funding streams		Supporting an existing parent/family group.
	Other		Guardianship issues; estate planning		Other:
	Other:		Knowledge of national, state and local resources		Other:
			Other:		

What are the 3 areas of greatest need:

1.

2.

3.

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Section II: Areas of EFFECTIVE PRACTICES that my child MOST needs. Please * the most critical areas.

	Communication and language development		Person-centered planning
	Orientation & mobility		Transition planning
	Assessment		Competative employment
	Physical/motor development		Vocational preparation; work experience
	Socialization skills		Supported Employment
	Instructional classroom strategies		Supported Living
	Braille reading skills		Intervenors/personal assistant services
	Functional curriculum		Recreation/leisure/play activities/skills
	Reading and writng skills		Assistive technology
	Community-based programming		Counseling/support groups
	Using natural supports		Self-advocacy/self determination
	Inclusive programming		Other:
	Positive behavior programming		Other:

What are the 3 areas of greatest need:

1.

2.

3.

AGE OF CHILD: _____

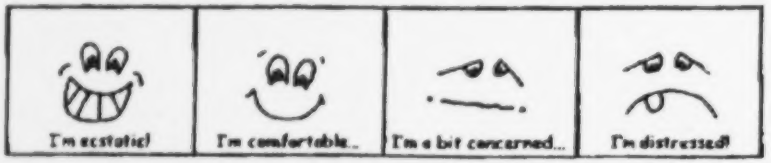
Which month would you prefer for a training activity?

Jan Feb Mar Apr May June
July Aug Sept Oct Nov Dec

Which days?

Mon Tues Wed Thurs Fri Sat Sun

Overall, how would you depict your current level of satifaction with the services your child receives? Please circle the appropriate picture:



Additional comments are most welcomed!

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Thelma Jasper, Committee Chair
Bob Brasher
Sherry Cobb
Marcella Dalla Rosa
Bob Maxwell

ARKANSAS NETWORKING CONSORTIUM FOR DEAF BLINDNESS

MEMO TO: Parents, Educators, Service and Community Providers

FROM: Coordination and Collaboration Committee

SUBJECT: Needs Assessment

DATE: May 19, 1998

The Arkansas Networking Consortium for Deaf Blindness is conducting a survey to determine statewide needs in the area of deafblindness. Please take a moment to complete this assessment and return by May 29, 1998 to:

Thelma Jasper
Pulaski County Tri-District Early Childhood Program
P. O. 687
North Little Rock, AR 72115

or FAX *to*: 501/771-8090

This information will guide the consortium in meeting the needs of parents, educators, service and community providers in the state of Arkansas. Therefore, it is crucial that we receive your input.

Thank you for your participation.

LOGISTICAL INFORMATION

1. What age groups of students who are deaf-blind have you served/taught? Check all that apply:

___ Birth through 2 years
___ 3 through 5 years
___ 6 through 8 years
___ 9 through 11 years
___ 12 through 13 years
___ 14 through 18 years
___ 19 through 21 years
___ 22 years or older

2. In what settings do you currently work with students who are deaf-blind?

Day school programs
___ Regular class
___ As the teacher
___ As an itinerant resource teacher
___ As a consultant
___ Resource room
___ Separate room
___ Public separate school facility
___ Private separate school facility

Residential or other settings/programs
___ Public residential facility
___ Private residential facility
___ Student's home
___ Hospital environment
___ Technical assistance service provision
___ Single-state or multi-state deaf-blind project
___ Rehabilitation service provision or adult service center
___ Other (please specify)_____
_____

3. The consortium plans to provide workshops based on this needs assessment. Please check the best time(s) to hold the workshop(s):

___ January
___ February
___ March
___ April
___ May
___ June
___ July
___ August
___ September
___ October
___ November
___ December
___ Monday
___ Tuesday
___ Wednesday
___ Thursday
___ Friday
___ Saturday

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Name: Mary Ann Morrison Title: Special Ed Supervisor

School/Agency Name: Ashdown School District

Address: 511 N. Second Street Ashdown, AR 71822

Telephone: (870) 898-4404 Fax: (870) 898-3709 E-Mail: mam@dmcoop.dmsc.k12.ar.us

TOPICS: Deaf-Blindness

Please determine your level of need for each of the topics listed below:

I need help with the following topics:	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)
Definitions & characteristics of deaf-blindness				
How deaf-blindness affects communication development				
How to select appropriate communication modes, systems, and devices				
Communication development and how it is affected by deaf-blindness				
Motor development and how it is affected by deaf-blindness				
Orientation and mobility; basic techniques				
Teaching O&M to students who are deaf-blind				
Medical information about deaf-blindness				
Amplification and audiology concepts				
Resources in deaf-blindness and how to identify and locate them				

Other: _____

Instructional Issues:

I need help with the following topics:	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)
Teaching mobility skills (at home, in school, on the job, in the community)				
Instructional techniques (i.e., training to individual learning styles, prompting error correction, reinforcement, and fading strategies)				
Teaching communication skills in natural settings and activities				
Adapting activities for individual students/clients				

Other: _____

Transitional Planning:

I need help with the following topics:	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)
Developing individualized transition plans				
Personal Futures Planning				
Establishing local interagency teams				
Establishing state level interagency teams				
Instructional strategies for community transition: communication, orientation, and mobility				

Other: _____

Curriculum and Programming

I need help with the following topics:	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)
Developing functional curricula				
Functional assessment strategies				
Developing transition oriented IEP's				
Community job site development and training				
Work experiences programs and labor laws				
Early childhood intervention for infants and toddlers who are deaf-blind				
Assessment of communication skills for students who are deaf-blind				
Touch Cues				
Object Cues				
Gestures and body language				
Vocalization for interaction				
Tangible symbols				
Tangible symbols systems				
Augmentative communication systems				
Manual communication-sign language-finger spelling				
Speech development, lipreading/speech reading				
Auditory training				
Written language (reading/writing in braille or print)				
High tech and low tech devices for reading and writing				

Other: _____

Employment Issues:

I need help with the following topics:	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)
Vocational assessment				
Negotiating job site with employers				
Job site analysis (i.e., analyzing a job site to gain information used in job matching and training)				
Training fading on job sites				
Rehabilitation technology				
Social Security and work incentive programs				
Strategies for developing supported employment programs (i.e., program start-up hiring training staff)				

Other: _____

Recreation/Leisure/Social

I need help with the following topics:	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)
Strategies for assessing individual leisure/ recreation interests and preferences				
Adapting activities, games, crafts for individuals with deaf-blindness				
Integrating youth with deaf-blindness into existing community recreation programs				
Establishing and maintaining friendships and social networks				

Other: _____

Other Topics/Areas of Interest

_____

_____

_____

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Survey of After-School Programs for Children with Severe Disabilities, Including Deafblindness

Sherry L. Shaw

May 29, 1998

Conducted in cooperation with the Arkansas State Department of Education, Special Education/Arkansas Project for Children with Deafblindness

After-school Childcare Services for Children with Severe Disabilities, Including Deafblindness: A Survey of Facilities

Report Date: May 29, 1998

SURVEY PROJECT PARTICIPANTS

The survey project was conducted by **Sherry Shaw**, faculty member at the University of Arkansas at Little Rock and doctoral student at The University of Memphis, in cooperation with **Barbara Haynes**, Education Consultant, and **Darlene Tripcony**, Family Consultant, with the Arkansas Project for Children with Deafblindness, Arkansas Department of Education. **David Griffin**, Arkansas Department of Human Services Childcare License Unit, provided technical assistance for construction of the survey instrument and provided mailing labels for 1,003 childcare facilities in the 36 counties where children identified as deafblind reside.

SURVEY PROJECT OVERVIEW

The Arkansas Project for Children with Deafblindness is a federally-funded program serving individuals from birth through age 21 with deafblindness. Services provided by the Arkansas Project include training, parent workshops, family and professional networking, on-site consultation, dissemination of information, and maintenance of a census of children who have been identified as deafblind. The Arkansas Project is coordinated through the Arkansas Department of Education, Special Education. A previously conducted needs assessment of parents indicated that the limited availability of after-school care options for their children with severe

disabilities, including deafblindness, was a primary concern. As a follow-up to this information and according to the goals set forth in the federal grant to identify after-school options for this population, the survey project was developed. By targeting licensed childcare facilities in the 36 counties, the survey project attempted to gather specific information for parents requiring after-school options for their children with deafblindness.

SURVEY PROJECT OBJECTIVES

The survey project pursued the following objectives:

1. To identify and contact licensed childcare facilities in the Arkansas counties representing children who are deafblind.
2. To identify childcare facilities currently serving children with severe disabilities, including deafblindness, and obtain demographic information on these children.
3. To determine whether a facility considered the necessary modifications for service provision for the population to be an "undue hardship."
4. To identify the types of support services the facility might require to provide after-school care for the population.

SURVEY PROJECT PROCEDURE

The initial step to development of this project was conceptualization of the need. Several options for discovery were discussed and the final decision was to target the provision of after-school care. The following steps

were taken to accomplish the goals set forth:

1. Obtain a mailing list and labels of childcare facilities in each Arkansas county representing children who are deafblind.
2. Design a one-page survey to determine availability of services.
3. Prepare packages for mailing and distribute surveys.
4. Record survey information and report results.

SURVEY PROJECT RESULTS

Surveys sent: A total of 1,003 surveys were sent to childcare facilities in the following Arkansas counties: Baxter, Benton, Boone, Calhoun, Carroll, Clay, Columbia, Conway, Craighead, Crawford, Crittendon, Cross, Columbia, Faulkner, Garland, Hempstead, Independence, Izard, Jefferson, Lafayette, Lawrence, Little River, Logan, Madison, Marion, Mississippi, Ouachita, Phillips, Polk, Pope, Pulaski, Sevier, St. Francis, Stone, Union, Van Buren, Washington, White.

Respondents: A total of 129 surveys were returned, constituting 13% of the surveys sent. A total of 33 counties were represented in the responses, constituting 86% of the counties contacted. Responses were received via telephone calls, facsimile, and return mail. Returned surveys were retained for future reference by the Arkansas State Department of Education, Deafblind Project.

Response Summary:

*	Currently serving at least one child with a severe disability		26%
*	Not currently serving children with disabilities		73%
*	It <u>would not</u> be an undue hardship		47%
	Requested inservice	28%	
	Facility modification	5%	
	Materials/Equipment	16%	
	Did not request services	5%	
*	It <u>would be</u> an undue hardship		30%
	Space limitation	44%	
	Staff limitation	56%	
*	Additional agencies to contact for information		

The surveys produced 20 references for other agencies that provide services to children with severe disabilities, including deafblindness, or which may have information to assist in the location of such services. Of the 20 references provided by respondents, nine were not on the original list.

<u>Carroll County</u>
Carroll City Learning Center
Berryville, AR 72616

<u>Clay County</u>
Pocahontas Day Service Center
P.O. Box 425
Pocahontas, AR 72455
870-892-4061

<u>Craighead</u>
Child & Youth Pediatric Day Clinic
806 Glendale
Jonesboro, AR 72401
870-933-9528

Cross County
Miss Polly's Learning Center
613 N. Church Street
Wynne, AR 72396
870-238-2368

Independence County
Community School
Batesville, AR 72501

Pulaski
Child Development Center
324 West 8th Street
Little Rock, AR
501-372-2327

Union
Excel
Jefferson Street (incomplete address)
El Dorado, AR 71730

Washington
Northwest Arkansas Educational Co-op (incomplete address)
Fayetteville, AR

LIMITATIONS OF THE SURVEY PROJECT

The survey instrument, After-School Childcare Services for Children with Severe Disabilities, Including Deafblindness, was an information-gathering tool and presented a couple of problems, or limitations, as the responses were tabulated. One of the problems that may be considered a limitation of the project was related to terminology and phrasing. The term *undue hardship* was unfamiliar to several survey respondents as evidenced by their comments on the forms. Because the term was not defined on the form, the interpretation by individuals may have skewed the results of the survey. For example, if respondents indicted that it WOULD be an undue hardship to provide services due to lack of training, this may constitute

"difficulty" but not a true hardship and should not be calculated as such. It simply appears that some respondents were more willing to make adjustments and accommodations than others and the interpretations of "undue hardship" were diverse and included simple inconvenience. Another instrument-related consideration is the use of a legal term (undue hardship) that may intimidate a respondent into responding in a way hoped to be acceptable to the surveyor. Several respondents seemed defensive and apologetic about their inability, usually due to finances, to accommodate a child with special needs in their facilities.

The percentage of non-responding facilities (87%) warrants a follow-up process, whereby repeat surveys are sent and/or telephone contacts are made. It was anticipated at the onset of the survey project that the response rate would be low. The expectations of the Arkansas Project were to make contact with at least one facility in each county and to obtain references for potential facilities. Follow-up tasks may target the five counties from which NO response was received.

The limitations of the study could be remedied by a) conducting a preliminary field test of the instrument to eliminate unclear terminology, b) conducting a qualitative research component in conjunction with the survey that would address accommodation feasibility on an individual basis, and c) making follow-up contacts with non-respondents. When conducting follow-up surveys or needs assessments of childcare facilities and parents, it is recommended that the survey instruments include a request for county name adjacent to the address of the facility. In this survey project, the

master list of facilities was organized according to county. The process of locating the individual responding facilities on the master address list would have been simplified if county identification had been requested on the form.

ACKNOWLEDGEMENTS

The process of developing a survey instrument and gathering information in satisfaction of a grant objective has been an extremely educational exercise. Barbara Haynes and Darlene Tripcony were extremely supportive of my efforts to conduct this project. They met with me on several occasions to discuss options for discovery and assisted in various ways, including the preparation of 1,000 survey packages. I have developed a great appreciation and respect for the work these professionals do on behalf of children who are deafblind in the State of Arkansas.

Sherry Shaw

After-School Survey Data, 4/10/98

County Facility/Town	YES	Disabilities	Age	Hours	NO	Undue Hardship/Reasons space limit	staff	misc	Not UH	Requirements Inservice	Facility	Equipmt	All	Misc.	Notes	Referrals
Baxter																
Buzz Bee/ Mt Home					1			Family DC								
KidKountry/Mt Hm					1			equipment								
Benton																
Peace Luth/Rogers					1										Infnt/Toddlr	1
Great Day/Rogers					1										no afterschool	
Becky's/Bentonv					1											
St. Rose/Rogers					1										no afterschool	
WeeFrnds/Bentonv					1										no afterschool	
BC Sunshine/Bentov	1	dd	3-5 yrs.	3:00-5:30											preschl only	
Boone																
OUR Coop/Harrison	1	all	3-5yrs.	8:00-3:00					1							
Calhoun																
Carroll																
Kiddie Koral/Alpena					1				1	1						
Ashlins/Green Forest					1				1	1					no openings	
Acad.Excel/Eureka					1	1	1									
Clear Spring/ES					1	1	1	equipment								1
Clay																
Brad HS/Pocohontas	1		3-5 yrs.												preschl only	1
Piggot Pals/Piggot					1			none given								1
Patricia/Corning					1				1				1			
Columbia																
Barbara/McNeel					1				1				1			
Conway																
Craighead																
Ms. Kay's/Jonesb					1				1				1			
NE AR CLC, Jonesb.	1	cp, autism	preschool	aft schl, sum.					1							
Tot,Toddlers/Jonesb					1				1				1		requests info	
ASU Infant/Jonesb					1											1
Nana's/Lake City					1	1	1									
Crawford																
Tender Care/VanBu					1										must function	
KiddieKollege/Alma	1	aut,HI,CP, Bld	0-12 yrs.	6:00-6:00					1				1		small group	
KiddieKollege/VanBu	1	aut,HI,CP, Bld	0-12 yrs.	6:00-6:00					1				1		must function small group	
Cornerstone/Ft. Sm	1	aut,HI,CP, Bld	0-12 yrs.	6:00-6:00					1				1		small group	
Little Bless/VanBu	1	"ment.chall"	12 yrs.	3:00-5:30					1				1			
Crayon Camp/VB					1		1								not trained	
Noah's Ark/VanBu					1		1	one employee								
Crittendon																

After-School Survey Data, 4/10/98

County Facility/Town	YES	Disabilities	Age	Hours	NO	Undue Hardship/Reasons space limit	staff	misc	Not UH	Requirements Inservice	Facility	Equipmt	All	Misc.	Notes	Referrals
Cross																
Mandy's/Wynne					1				1							1
Willene's/Wynne					1			no finances								
Webb/Wynne					1				1				1	van		
Columbia																
Barbara's/McNeil					1				1				1		preschl only	
Faulkner																
Milstones/Conway	1	dd,epi,CP,aut	0-5 yrs.	6:30-5:30											preschl only	
Ms. K's/Conway					1	1									preschl only	
Good Shepherd/Vilon					1	1		1								
Sarah's/Conway					1			1 one employee								
Garland																
Grandmother's/HS					1				1				1			
First Step/HS	1	dd	0-21 yrs.	7:00-6:00					1					flexible		
Hempstead																
JoAnn's/Hope					1			1 facilty, trning								
Kids Korner/Hope					1			1 facilty, trning								
RainbowLand/Hope					1			1 training								
Little Debbie's/Hope					1			none given								
MakingRainbo/Hope					1				1		1			mods.	Rainbow affil.	
Independence																
Childr Ark/Batesv					1			1								1
Childr ArkEast/BV					1			1								1
Nanny's/Batesville	1	mr,spch,seiz	5-13 yrs.						1				1		full for 2 yrs.	
Freda's/Batesville					1				1				1			
Midland's/Pl Plains					1				1				1		exp. w/ HI	
Footprints/Newark	1	spina bifida	9 yrs.	3:00-7:00					1		1	1			summer avail.	
Izard																
Jefferson																
Wade's Angel/PineBl					1										desires trng	
Coleman's/PineBl					1	1										
Child Ctr/Pine Bl					1										no afterschool	1
Tiny Tots/PineBl					1				1				1			1
Altheimer/Altheim					1			1 training								1
Ms. Bobbi's/PineBl					1	1		1 funds								
KidsFirst/PineBl	1	dd	0-3 yrs.												preschl only	1
LotsLove/PineBl					1				1				1			
COMCKinderc/PB					1											
Lafayette																
SWACDC/Lewisville					1				1							
Lawrence																
Williams/WalnutR					1										no afterschool	
Comm / Imboden					1				1	1		1				

County Facility/Town	YES	Disabilities	Age	Hours	NO	Undue Hardship/Reasons space limit	staff	misc	Not UH	Requirements Inservice	Facility	Equipmt	All	Misc.	Notes	Referrals
Little River																
Ms. Betty's/Ashdown					1											
Logan																
Ms. Lisa's/Paris					1				1				1			
Linda Lovan/Paris					1			1 one employee								
Mother's Touch/BV					1				1				1			
Betty's Kids/Paris					1	1										
Madison																
MadisonCDC/Hntsvl	1	autism	5 yrs.	8:00-1:00					1				1			
Headstart/Huntsvl	1	dd, speech	3-5yrs.	7:30-3:30											preschl only	
OnceUpon/Huntsvl					1	1		finances								
Marion																
Mississippi																
Crenshaw/Blythevl					1				1	1						
Grace/Luxora	1	ms	6 yrs.	afterschool					1				1			
Granny's/Osceola					1				1				1			
Ouachita																
Imaginat/Camden			9 yrs.	6:45-5:00					1							
Phillips																
Mary Isabel/W.Hel					1				1					as needed		
Joytown/W.Hel	1	HI	3 yrs.	7:00-4:30					1				1			
Phillips CDC/W.Hel	1	various	3m.-18 yrs.	3:00-5:00					1							
Polk																
Wickes CDI/Wickes					1				1					as needed		
Pope																
Crawford/Russellv					1										no afterschool	1
Shinn's/Russellv					1				1	1						
Pulaski																
HopeLutheran/Jax					1	1		1								1
KidsFirst/Coll.Stat					1										age 0-3 only	
FUMC/Jax	1	HI	6 yrs.	3:15-6:00		1		1								1
DonnaDavis/Jax	1	LD	10 yrs.	7:00-4:00		1										1
Littlelamb/LR					1			not trained								1
FUMC/LR					1					1		1		stf funding		1
McGary/NLR					1			not equipped								
Little Friends/Sherw	1	autism	6 yrs.	2:30-4:30					1				1			
Learning Ladder/LR					1	1		mods. needed								
Afterschool/LR	1	severe ment.	3-1yrs.	4:00-5:20												
Ctr.forInfants/LR					1				1							
UAMS/LR					1	1		inaccessible							moving	
Tomberlin/LR					1				1	1		1				
Our Lady/LR					1	1		mater/trng								

County Facility/Town	YES	Disabilities	Age	Hours	NO	Undue Hardship/Reasons space limit	staff	misc	Not UH	Requirements Inservice	Facility	Equipmt	All	Misc.	Notes	Referrals
Frances Allen/LR	1	dd,aut,mr,cp	6 wks.-5 yrs.	7:30-5:30					1	1					preschl only	
Watershed/LR					1											
A Center/LR	1	HI	4 yrs.	8:00-6:00					1						enroll progrm	
ACCESS/LR	1	various	3-5 yrs.	2:30-5:30					1						request visit	
Easter Seals/LR	1	dd, db	K-6th	2:30-6:00												
Kiddie Kats/LR					1										no afterschool	
Starting Point/LR					1											
Montessori/LR					1											
Sevier																
LovingCare/DeQueen	1	blnd,med pr.	12 yrs.	7:00-5:30					1						hol,smr,aftsc	
									1							
St. Francis																
ToddlersLng/FortC.					1				1	1		1				
CrowleyRdg/FortC.					1			not licensed								
Lucas/Colt					1				1				1			
Campbell's/FortCity					1			no reason								
Lynn's/FortCity	1								1	1	1					
Stone																
NewHorizon/Mt View					1				1	1		1			coop help	1
Union																
Gd.Shepherd/ElDora					1				1	1		1				1
East Main/ElDorado					1	1		1								
VanBuren																
AfterBell/Clinton					1			1 one employee								
VBCounty/Choctaw	1	cp,dd,blind,mr	12-48months	8:30-2:30					1				1			
MelbaJohns/Denma					1				1				1			
Washington																
Central's/Fay	1	HI,tmr	4-9 yrs.	7:15-5:30					1	1		1			waiting list	1
Playlearn/Fay					1				1	1					no afterschool	
Roseanne's/Fay					1				1				1			
Kidsland/Springdale					1										no afterschool	
CommPrescl/Fay					1											
Appelland/Springda					1										preschl only	
KidsFirst/Springdale	1	various	0-4 yrs.	6:30-5:30					1	1		1			preschl only	
UA Infant/Fay					1										infants only	
Cuddling Place/Fay					1	1		1 training								
St.John's Luth/Fay					1			1 training								
Sandbox/Springdale	1	deaf	12 yrs.	afterschool					1	1		1				
White																
Rainbow Conn/Beebe	1	mild dd	4 yrs.	full time					1					1 ramp	knows sign	
Harding/Searcy					1			1 budget probs.								
Shirley's/Searcy					1				1	1						
Cradles/Bald Knob	1	autistic,dd	4 yrs.	8:00-3:30					1					transport.		
TOTALS = 34					**94**	**17**		**22**	**61**	**17**		**3**	**10**	**28**		**20**

SURVEY

AFTER-SCHOOL CHILDCARE SERVICES
FOR CHILDREN WITH SEVERE DISABILITIES, INCLUDING DEAFBLINDNESS

The following information is requested in an effort to locate facilities that currently offer or would be willing to offer after-school childcare services for children with severe disabilities, including deafblindness. Thank you for taking a few minutes to answer these questions and returning your survey by **April 10, 1998**.

Your Facility Name _____
Address _____
Facility Director _____
Phone Number _____

❑ Yes, we currently serve at least one child with a severe disability.
Age of child/ren _____
Disability represented _____
Specific hours services provided _____

❑ No, we currently do not serve children with severe disabilities.

❑ It would not be an "undue hardship" for us to provide services for a child with a severe disability, including deafblindness, if requested.

To provide after-school services for these children, we would require:
- ❑ inservice training specific to the disability
- ❑ facility modification
- ❑ additional materials/equipment
- ❑ other _____
_____

❑ It would be an "undue hardship" for us to provide these services because _____.

❑ We can refer you to another agency that provides these services or which may have information to assist in the location of such services.

Facility Name _____
Address _____
Facility Director _____
Phone Number _____

Thank you! Please return survey today!

Sherry Shaw (slshaw@ualr.edu)
University of Arkansas at Little Rock, Dept. of Rehab.
2801 S. University
Little Rock, AR 72204
OR
Fax 501-569-8129

PROJECT OVERVIEW
"Increasing Services to Children who are Deafblind in Southern Arkansas"

Who is involved?

This study is conducted by UALR in collaboration with the State Department of Education and the Department of Human Services. UALR has awarded a "Community and University Collaboration" Grant to assist with research costs and materials development. Focus group participants have been selected by recommendation based on their involvement within the community and their personal interest in cultural diversity issues. The groups include a mixture of local clergy, health care workers, social workers, parents, case workers, and other community leaders.

Why is the project necessary?

In the past three years, no children who are deafblind have been identified in the southeast quadrant of Arkansas. In the past five years, only a few children were identified. The State Department of Education: Project for Children with Deafblindness has targeted this area to identify better ways of working with families, in hopes of locating and serving these children.

What is the purpose of this focus group?

The need to attend to cultural differences specific to a region when working with families is acknowledged by the Arkansas Project for Children with Deafblindness. The purpose of this study is to identify cultural characteristics of families in the southeast portion of Arkansas that may influence the decisions to seek services for children with hearing and vision impairments. With this information, the way children are identified and served will be changed to respect the culture of the region.

What happens next?

After each focus group session, the moderator and assistant moderator analyze the results and apply them to the way children are currently identified and served. Materials used to train teachers will be modified to reflect unique cultural characteristics. The methods used by teachers when working with families from diverse backgrounds will be adjusted to reflect cultural sensitivity.

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University of Arkansas at Little Rock
INFORMED CONSENT FORM

Principal Investigator: Sherry Shaw, M.Ed.
Department of Counseling, Adult and Rehabilitation Education

Title of Project: "Increasing Services to Children who are Deafblind in Southern Arkansas"

Community and University Grant, 1999-2000

1) **Indicated below are the (a) purposes of this study, (b) the procedures to be followed and, (c) the approximate duration of the study:**

Purpose: The purpose of this study is to identify cultural characteristics of families in the southeast portion of Arkansas that may influence the decisions to seek services for children with hearing and vision impairments. With the information obtained, the way children are identified and served will be changed to respect the culture of the people who live in this area.

Procedures: Small groups of individuals who are involved in the community, long time residents of the county, and/or who have extensive experience working with families will meet together to discuss what makes the southeast region of Arkansas unique in regard to culture. The meetings should last about 2 hours and will include lunch. The discussion part of the meetings will be tape recorded so that the researcher may analyze the discussion responses. The information will help the researcher apply cultural information to locating more children who are deafblind and giving them the early stimulation they need. After the results are analyzed and compiled, the tape will be destroyed.

Duration of the Study: Fall semester, 1999-July 1, 2000

2) **Discomfort or risks that can be reasonably expected:**

A "Human Subjects Review" has been conducted at UALR and it has been determined that this study poses no risk to participants. The participants should not experience any discomfort or inconvenience associated with this study. *Identities of the participants will be protected and names will not be used when results are compiled.*

3) **Assurance of confidentiality:**

Participants will not be identified in the finding report resulting from this study. Although quotes may be used in the report, no names will be used in order to protect anonymity.

4) **Contact person for this study:**

If participants have any questions about the study, they are encouraged to contact Sherry Shaw, UALR, Department of Counseling, Adult and Rehabilitation Education, (501) 569-3169, or by e-mail at: slshaw@ualr.edu.

Your comments in this study will be maintained in strictest confidence according to current legal requirements and will not be revealed unless required by law. You may withdraw from this study at any time without prejudice.

The University Arkansas at Little Rock does not provide compensation for injury, damages, or other expenses.

The nature, demands, risks, and benefits of the project have been explained to me as well as is known and available. I understand what my participation involves. Furthermore, I understand that I am free to ask questions and withdraw from the project at any time, without penalty. I have read and fully understand the consent form. I sign it freely and voluntarily.

_____ _____

Participant Signature Date

University of Arkansas at Little Rock
FOCUS GROUP PARTICIPANT REGISTRATION FORM

Principal Investigator: Sherry Shaw, M.Ed.
Department of Counseling, Adult and Rehabilitation Education

Title of Project: "Increasing Services to Children who are Deafblind in Southern Arkansas"

Community and University Grant, 1999-2000

The following information will be used to maintain demographic information of participants in this study. Your name has been omitted to ensure that all information is anonymous.

Place of Employment _____

Occupation _____
Number of years you have worked in current position_____

Age _____ Ethnic Background _____

Number of years you have resided in Drew County _____

Summary of your activities with families in Drew County (work, church, school, community activities):

_____

_____

_____

_____

_____

_____

Thank you!

1998 Arkansas INSITE Training

The Arkansas INSITE training targets parent advisors who work in homes with the families of children from birth to age five who are deafblind or have multiple disabilities. The 1998 training is planned for October 13 - 15 and November 17 - 19, 1998, at Hot Springs. It was developed by the SKI*HI Institute of Logan, Utah, and has been offered for several years in Arkansas.

Among the topics to be addressed during the six days of training are functional assessment, sensory integration, feeding, hearing and vision loss, positioning, communication and working with parents. The topics will be offered in a variety of presentation formats, including small group discussion, demonstration, simulation exercises, lecture, work groups, modeling and videotapes. Lists of appropriate resources will be provided, and a variety of resources will be available for review.

The INSITE training fulfills the parenting course requirement for Early Childhood/Special Eduction Certification. College course credit through the University of Arkansas at Little Rock will also be available. Participants must attend all sessions of the six days of training to be eligible for either credit. There will be no make-up available for any of the training missed during the two three-day sessions. Participants will be expected to complete a short assignment during the interim between the two sessions.

The training is a collaborative effort of the Arkansas Department of Education (ADE), Special Education; Department of Human Services, Developmental Disabilities Services (DHS/DDS); Arkansas School for the Deaf (ASD) Preschool Outreach Program; Arkansas School for the Blind (ASB) Educational Services for the Visually Impaired (ESVI); and the North Little Rock School District.

Registration materials will be mailed in June. Enrollment is limited to 25. For information, contact Darleen Riley Tripcony or Barbara Haynes (501-682-4222), Arkansas Project for Children with Deafblindness, ADE, Special Education; Molly Wooten (501-682-8703) or Sherrill Archer (501-682-8699), at DHS/DDS; Linda Crumpler (501- 324-9541) at ASD; or Bob Brasher (501-296-1815) at ESVI.

1998 Arkansas INSITE Basic Training

October 13-15 and November 17-19

Majestic Hotel, Hot Springs, AR

The INSITE Model is a comprehensive home intervention model for milies of infants and toddlers from birth through age 5 who have multiple disabilities with nsory impairments. First developed in 1981, the model offers a complete curriculum for direct n-home services, as well as child identification, program management and supportive service components.

The goal of the INSITE training is to prepare professionals to deliver effectively the program of the INSITE Home Intervention Curriculum including the following:

1. An understanding of the rationale for early home intervention, and of the whole array of services which makes up a complete and effective early home intervention program.

2. An overview of the INSITE curriculum, including the principles, procedures, content, sequencing, program assessment, and reporting.

3. An introduction on working with parents and other family members in the home setting to convey information, teach skills, assess parent-child progress and provide empathetic support as needed. Content and skills are taught through multi-media presentations, large and small group discussion, role-playing, problem solving and hands-on experiences.

Credit:

The INSITE training has been approved to meet the Parenting course required for Arkansas Department of Education Early Childhood Special Education Certification. Credit for CPEs for Speech/Language Pathologists is available for part of the training. Additionally, two semester hours of graduate credit through the Utah State University at Logan are available for those fully participating. Cost is $30, payable upon completion of the training. Participants must attend all sessions of the six days of training to be eligible for either credit. There will be no make-up available for any of the training missed during the two three-day sessions. Participants will be expected to complete a short assignment during the interim between the two sessions.

Instructors:

Workshop instructors are certified INSITE trainers. Kim Carter of Hot Springs will be the lead instructor. Teresa McMahan of Project TREDS, Nashville, TN, will be the national trainer. Other instructors are Lorna Nulph, teacher for students who are deaf or hard of hearing, Clinton School District; Gillis Ward, former coordinator, Parent/ Infant Program, Arkansas School for the Deaf; and Barbara Haynes and Darleen Riley Tripcony, consultants, Arkansas Project for Children with Deafblindness, Arkansas Department of Education, Special Education. Other instructors will be Bob Brasher, coordinator, Educational Services for Visually Impaired; and LeeAnn Nannen, vision teacher, North Little Rock School District.

Materials:
Participants will need to purchase the two-volume INSITE Curriculum Manual and the INSITE Developmental Checklist at a cost of approximately $110. It is recommended that workshop participants obtain the curriculum manuals and become familiar with them prior to the workshop in order to effectively use them during the training. Information on ordering the manuals and Developmental Checklist will be mailed with the Notifications of Acceptance.

Application Process:
Enclosed are a Participant Information Sheet and an Application Form. The purpose of the Participant Information Sheet is to provide the trainers with information about the participants prior to the training, so that they can structure the training in order to best meet the needs of the participants. Both the Participant Information Sheet and the Application Form must be completed and returned to the address on the Application Form by August 7. Notifications of Acceptance will be mailed by August 24. Since workshop space is limited, and in order to ensure representation of all age group from birth to 5, no more than two participants will be selected from any one program.

Registration Fee:
The one-time registration fee of $100 covers both three-day sessions of the training. A continental breakfast and breaks will be provided for each of the six days of the training. Lunch and dinner will be on your own. Some limited financial assistance may be available through a sponsoring agency. Please contact an agency representative for additional information.

Hotel Reservations:
Participants must make their own hotel reservations. The telephone number for the Majestic Hotel, located at 101 Park Avenue in Hot Springs, is 1-501-623-5511. Reservations must be made by **September 12** for the first session, and by **October 2** for the second session.

Sponsoring Agencies:
- Arkansas Department of Education, Special Education, Arkansas Project for Children with Deafblindness (Contact - Darleen Riley Tripcony, 501-682-4222)
- Arkansas Department of Education, Special Education, Early Childhood Program (Contact - Jerry Neumeyer, 501-682-4222)
- Arkansas Department of Human Services, Developmental Disabilities Services Early Childhood Program (Contact - Molly Wooten, 501-682-8703)
- Arkansas School for the Deaf Parent/Infant Program (Contact - Linda Crumpler, 501-324-9522)
- Arkansas School for the Blind Educational Services for the Visually Impaired (Contact - Bob Brasher, 501-296-1815)
- North Little Rock School District (Contact - LeeAnn Nannen, 501-771-8256)
- Arkansas School for the Deaf Educational Services for the Hearing Impaired (Contact - Marcella Dalla Rosa, 324-9522)
- University of Arkansas at Little Rock (Contact - Beth Eaton, 569-3155)

1998 Arkansas INSITE Application Form
October 13 - 15 and November 17 - 19
Majestic Hotel, Hot Springs, AR

NAME: _____ POSITION: _____

AGENCY: _____

AGENCY ADDRESS: _____

TOWN: _____ ZIP CODE: _____

HOME ADDRESS: _____

TOWN: _____ ZIP CODE: _____

WORK PHONE: (___) _____ HOME PHONE: (___) _____

Hotel Information:
Participants must make their own hotel reservations. Room rates are $50/single, $60/double, $75/triple and $90/quad. In order to gt the special rates listed, identify yourself as being with the Department of Education INSITE training. The telephone number for the hotel, located at 101 Park Avenue in Hot Springs, is 1-501-623-5511. Reservations must be made with the Majestic Hotel by **September 12** for the first session, and by **October 2** for the second session.

*****

Return Application Form and Participant Information Sheet no later than August 7 to:

Darleen Riley Tripcony, Family Consultant
Arkansas Project for Children with Deafblindness
Arkansas Department of Education, Special Education
#4 Capitol Mall, Room 105C
Little Rock, AR 72201

For additional information, contact an agency representative or Barbara Haynes or Darleen Riley Tripcony of the Arkansas Project for Children with Deafblindness at (501) 682-4222.

In order for an applicant to be considered for the INSITE training, the Participant Information Sheet must be completed fully and returned with the Application Form.

Arkansas INSITE Participant Information Sheet

I. BACKGROUND INFORMATION:

This information will assist us in making your training more meaningful.

Name: _____ Phone: (____) _____

Mailing Address: _____ Fax: (____) _____

_____ Date: _____

Educational Background/Degree(s): _____

Title and Job Description at present position: _____

_____

_____

Describe the Setting in which you work and your job responsibilities: _____

_____

_____

Number of Infants and Preschool-aged Children you serve who have sensory impairments and/or multiple disabilities: _____

Briefly Describe some of these children (e.g., ages, disabilities - deafblindness, hearing or vision impairment, prematurity, seizures, physical disabilities):

_____

_____

_____

Special Accommodations (if you have a need for training or facility adaptation, such as sign language interpreter, braille, large print materials or wheelchair accessibility, please state here):

_____

II. Please check if you have had work experience or training in each of the areas listed below:

	Work			Training
	A Little	Some	A Lot	
Early Intervention (0 - 3)				
Home Intervention				
Working With Families				
Writing IFSP's				
Preschool Teaching				
Working With Teams				
Working With Other Specialists (i.e., OT, PT, Speech, Vision, O&M, Audiologist)				
Writing IEPs				
Working with Children Who Have:				
- Hearing Impairments				
- Multiple Disabilities				
- Vision Impairments				
Working With the Following Models:				
- SKI-HI				
- INSITE				
- VIISA				

III. Training involves sharing with others and learning from others in the group. If there are particular areas listed below in which you would like to contribute, please list them here. This information will help the trainers incorporate your expertise into the training experience.

_____

_____

_____

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IV. Below are some of the topics that will be covered in the upcoming training. Please rank the topics from one to 13, with one being the topic about which you most need information and identify your training needs regarding your first three choices.

Topics	Rank	Comments
Working With Families:		
- The Grief Process		
- Multi-cultural Issues		
- Interview Process		
Communication		
- Formal Communication		
- Informal Communication		
- Augmentative Communication		
Assessment		
Vision Impairments		
Hearing Impairments		
Motor Development		
Handling, Positioning and the Use of Adaptive Equip.		
Sensory Integration		
Feeding		

V. Are there other topics you would like to have included in the training?

_____

_____

Return form no later than August 7 to:

Darleen Riley Tripcony, Family Consultant
Arkansas Department of Education
ADE, Special Education
#4 Capitol Mall, Room 105C
Little Rock, AR 72201

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INSITE Reunion

Sponsored By:
Arkansas Department of Education, Special Education

✦✦✦

Guest Speakers:
Dr. Cay Holbrook, Ms. Beth Eaton, and Ms. Jane Beachboard
from the
University of Arkansas at Little Rock

✦✦✦

September 14, 1995
Arkansas Farm Bureau, Little Rock

Contact: Teresa Coonts
Arkansas Project for Children With Deaf/Blindness
Arkansas Department of Ed., Special Education
501-682-4222

Memorandum

To: INSITE Parent Advisors

From: Jerry Neumeyer and Teresa Coonts

Date: August 1, 1995

Subject: INSITE Reunion Training

The Arkansas Department of Education, Special Education, is offering an INSITE Reunion Training on **September 14, 1995**, from 8:30 to 4:00 at the Arkansas Farm Bureau in Little Rock. The Farm Bureau is located at the corner of Kanis and Shackleford in West Little Rock.

The training will support individuals who have been trained in the INSITE model for students 0-5 with deaf/blindness and/or multi disabilities. This training is part of the on-going technical assistance provided to individuals who have been trained in the INSITE Model. Information will be provided regarding communication issues, assessment, functional vision assessment, and working with families including transition and cognition issues. Presenters will be from the University of Arkansas at Little Rock and will include Ms. Beth Eaton, Instructor, Department of Speech and Audiology, Dr. Cay Holbrook, Professor, Department of Education, and Ms. Jane Beachboard, Instructor, Department of Early Childhood.

An agenda is enclosed with more detailed information. Please complete the enclosed registration form and return by **August 22, 1995** to the following address:

Teresa Coonts
Arkansas Dept. of Education, Special Ed.
#4 State Capitol Mall, Rm. 105-C
Little Rock, AR 72201

If you have any questions, please call at 501-682-4222.

Enclosure

AGENDA
INSITE Training #1
October 13 - 15, 1998
Majestic Hotel - Hot Springs, AR

Day One

8:30 a.m.	Registration and Breakfast
9:00 a.m.	Welcome and Review of Agenda
9:45 a.m.	Overview/Rational of INSITE Program and Resource Manual
10:30 a.m.	Break
10:45 a.m.	Home-based Programming and the Role of the Parent Advisor in Partnershipping with the Family
11:30 a..m.	Teaming or Partnershipping Practicum
12:00 p.m.	Lunch (on your own)
1:15 p.m.	Working with Families/Practicum
2:15 p.m.	Break
2:30 p.m.	Simulation Experiences
3:15 p.m.	A Look at the Characteristics of the Population of Children with Sensory Impairments and Multiple Disabilities
4:30 p.m.	Dismiss
6:00 p.m.	Dinner (provided final plans to be announced)

Day Two

8:00 a.m.	Breakfast
8:30 a.m.	Overview of the Hearing Program
9:00 a.m.	Anatomy and Function of the Hearing Mechanism, Causes and Types of Hearing Loss
10:00 a.m.	Break
10:15 a.m.	Measuring Hearing Loss
10:45 a.m.	Putting on Aids, Establishing Hearing Aid Use
11:00 a.m.	Practicum: Audiograms, Parts and Functions of the Hearing Aid, Daily Listening Check (Practicum)
12:00 p.m.	Lunch (on your own)
1:15 p.m.	Finish Above Practicum and Discuss
1:45 p.m.	Auditory Program
2:45 p.m.	Break
3:00 p.m.	Power of the Heart
4:00 p.m.	Dismiss

Day Three

8:00 a.m.	Breakfast
8:30 a.m.	Gathering Information for the IFSP
9:30 a.m.	Child Assessment
10:00 a.m.	INSITE Checklist
10:15 a.m.	Break
10:30 a.m.	Communication Overview
10:45 a.m.	Creating an Environment That Fosters Communication
11:45 a.m.	Lunch (on your own)
1:00 p.m.	Cooperative Learning Activity: Creating a Play Space
1:30 p.m.	Informal Communication
2:30 p.m.	Break
2:45 p.m.	Tangible Symbols
3:00 p.m.	Formal Communication and Other Methodologies
3:45 p.m.	Summary and Evaluations
4:00 p.m.	Planning for INSITE Training #2
4:15 p.m.	Dismiss

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W W W W W

The INSITE training is sponsored collaboratively by the Arkansas Project for Children With Deafblindness and the Early Childhood Programs of the Arkansas Department of Education, Special Education; the Early Intervention and Early Childhood Programs of the Arkansas Department of Human Services/Developmental Disabilities; Educational Services for the Visually Impaired; Educational Services for the Hearing Impaired; the Arkansas School for the Deaf Preschool Outreach Program; and the North Little Rock School District.

Agenda
INSITE Training #2
November 17 - 19, 1998
Majestic Hotel - Hot Springs, AR

Day One

8:30 a.m.	Welcome and Ice Breaker
9:00 a.m.	Normal/Abnormal Motor Development
10:00 a.m.	Break
10:15 a.m.	Working with Young Children with Posture and Movement Disorders
12:00 p.m.	Lunch (on your own)
1:15 p.m.	Continue
3:00 p.m.	Motor Application
3:30 p.m.	Child Care Routines and Feeding
4:30 p.m.	Dismiss

Day Two

8:30 a.m.	INSITE Vision Program
9:00 a.m.	Who is the Young Child with Visual Impairment?
9:30 a.m.	Anatomy and Function of the Eye
10:00 a.m.	Break
10:15 a.m.	Eye Disorders and Their Functional Implications
10:45 a.m.	Formal Visual Testing and Working with Eye Specialists
11:15 a.m.	Visual Development
11:45 a.m.	Lunch (on your own)
1:00 p.m.	Functional Vision Assessment
1:30 p.m.	Demonstration/Video
2:00 p.m.	Break
2:15 p.m.	Helping the Child Learn to Use Vision/ Early Mapping
4:15 p.m.	Dismiss

Day Three

8:30 a.m.	Plan for Observation and Assessment
9:00 a.m.	Visit with Child and Family
10:00 a.m.	Break
10:15 a.m.	Identify Child/Family Strengths and Concerns
11:00 a.m.	Write Child/Family Goals
12:00 p.m.	Lunch (on your own)
1:15 p.m.	Select Activities
2:00 p.m.	Share with Large Group
2:30 p.m.	Training Evaluation and Credit Registration
3:00 p.m.	Dismiss

AGENDA
INSITE Training #1
September 29 – October 1, 1999
Lake Hamilton Resort, Hot Springs, AR

Day One

8:30 a.m.	Registration and Breakfast
9:00 a.m.	Welcome and Review of Agenda
9:45 a.m.	Overview/Rational of INSITE Program and Resource Manual
10:30 a.m.	Break
10:45 a.m.	Home-based Programming and the Role of the Parent Advisor in Partnershipping with the Family
11:30 a.m.	Teaming or Partnershipping Practicum
12:00 p.m.	Lunch (provided)
1:15 p.m.	Working with Families/Practicum
2:15 p.m.	Break
2:30 p.m.	Simulation Experiences
3:15 p.m.	A Look at the Characteristics of the Population of Children with Sensory Impairments and Multiple Disabilities
4:30 p.m.	Dismiss

Day Two

8:00 a.m.	Breakfast
8:30 a.m.	Overview of the Hearing Program
9:00 a.m.	Anatomy and Function of the Hearing Mechanism, Causes and Types of Hearing Loss
10:00 a.m.	Break
10:15 a.m.	Measuring Hearing Loss
10:45 a.m.	Putting on Aids, Establishing Hearing Aid Use
11:00 a.m.	Practicum: Audiograms, Parts and Functions of the Hearing Aid, Daily Listening Check (Practicum)
12:00 p.m.	Lunch (provided)
[illegible] p.m.	Finish Above Practicum and Discuss
1:45 p.m.	Auditory Program
2:45 p.m.	Break
3:00 p.m.	"Power of the Heart"
4:00 p.m.	Dismiss

Day Three

8:00 a.m.	Breakfast
8:30 a.m.	Gathering Information for the IFSP
9:30 a.m.	Child Assessment
10:00 a.m.	INSITE Checklist
10:15 a.m.	Break
10:30 a.m.	Communication Overview
10:45 a.m.	Creating an Environment That Fosters Communication
11:45 a.m.	Lunch (provided)
1:00 p.m.	Cooperative Learning Activity: Creating a Play Space
1:30 p.m.	Informal Communication
2:30 p.m.	Break
2:45 p.m.	Cognition
3:15 p.m.	Formal Communication, Tangible Symbols and Other Methodologies
3:45 p.m.	Summary and Evaluations
4:00 p.m.	Planning for INSITE Training #2
4:15 p.m.	Dismiss

*****

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The INSITE training is sponsored collaboratively by the Arkansas Project for Children With Deafblindness and the Early Childhood Program of the Arkansas Department of Education, Special Education; the Early Intervention and Early Childhood Programs of the Arkansas Department of Human Services/Developmental Disabilities Services; Educational Services for the Visually Impaired; Educational Services for the Hearing Impaired; the Arkansas School for the Deaf Parent/Infant Program; the North Little Rock School District; Easter Seal Arkansas Outreach Program; and the University of Arkansas at Little Rock.

AGENDA
INSITE Training #2
November 3 - 5, 1999
Lake Hamilton Resort, Hot Springs, AR

Day One

8:00 a.m.	Continental Breakfast
8:30 a.m.	Welcome and Ice Breaker
9:00 a.m.	Normal/Abnormal Motor Development
10:00 a.m.	Break
10:15 a.m.	Working with Young Children with Posture and Movement Disorders
12:00 p.m.	Lunch (provided)
1:00 p.m.	Child Care Routines and Feeding
2:15 p.m.	Break
2:30 p.m.	Working with Young Children….Continued
4:30 p.m.	Dismiss

Day Two

8:00 a.m.	Continental Breakfast
8:30 a.m.	INSITE Vision Program
9:00 a.m.	Vision Impairment and Its Effect on Learning
9:30 a.m.	Anatomy and Function of the Eye
10:00 a.m.	Break
10:15 a.m.	Eye Disorders and Their Functional Implications
10:45 a.m.	Formal Visual Testing and Working with Eye Specialists
11:15 a.m.	Visual Development
12:00 p.m.	Lunch (provided)
1:00 p.m.	Functional Vision Assessment
1:30 p.m.	Demonstration/Video
2:00 p.m.	Break
2:15 p.m.	Helping the Child Learn to Use Vision/Early Mapping (Orientation and Mobility)
3:00 p.m.	Vision Practicum
4:15 p.m.	Dismiss

Day Three

8:00 a.m.	Continental Breakfast
8:30 a.m.	Plan for Observation and Assessment
9:00 a.m.	Visit With the Child and Family
10:00 a.m.	Break
10:15 a.m.	Identify Child/Family Strengths and Concerns
11:00 a.m.	Write Child/Family Goals
11:45 p.m.	Lunch (provided)
12:45 p.m.	Select Activities
2:00 p.m.	Share With Large Group
2:30 p.m.	Training Evaluation and Credit Registration
3:00 p.m.	Dismiss

*****

INSITE training is sponsored collaboratively by the Arkansas Project for Children With Deafblindness and the Early Childhood Program of the Arkansas Department of Education, Special Education; the Early Intervention and Early Childhood Programs of the Arkansas Department of Human Services/Developmental Disabilities Services; Educational Services for the Visually Impaired; Educational Services for the Hearing Impaired; the Arkansas School for the Deaf Parent/Infant Program; the North Little Rock School District; Easter Seal Arkansas Outreach Program; and the University of Arkansas at Little Rock.

AGENDA

INSITE Training #1
October 7 - 9, 1997
Clarion Resort
Hot Springs, AR

Day One

8:30 a.m.	Registration
9:00 a.m.	Welcome and Review of Agenda
9:45 a.m.	Overview/Rationale of INSITE Program and Resource Manual
10:30 a.m.	Break
10:45 a.m.	Home-based Programming and the Role of the Parent Advisor in Partnershipping With the Family
11:30 a.m.	Teaming or Partnershipping - Practicum
12:00 p.m.	Lunch (provided)
1:00 p.m.	Working with Families - Practicum
2:00 p.m.	Break
2:15 p.m.	Simulation Experiences
3:00 p.m.	A Look at the Characteristics of the Population of Children With Sensory Impairments and Multiple Disabilities
4:15 p.m.	Dismiss

Day Two

8:30 a.m.	Gathering Information for the IFSP
9:30 a.m.	Child Assessment
10:00 a.m.	INSITE Checklist
10:15 a.m.	Break
10:30 a.m.	Communication Overview
10:45 a.m.	Creating an Environment that Fosters Communication
11:45 a.m.	Lunch (provided)
12:45 p.m.	Cooperative Learning Activity: Creating a Play Space
1:15 p.m.	Informal Communication
2:30 p.m.	Break
2:45 p.m.	Tangible Symbols
3:00 p.m.	Formal Communication
4:00 p.m.	Other Communication Methodologies
4:15 p.m.	Dismiss

Day Three

8:30 a.m.	Overview of Hearing Program
9:00 a.m.	Anatomy and Function of the Hearing Mechanism, Causes and Types of Hearing Loss
10:00 a.m.	Break
10:15 a.m.	Measuring Hearing Loss
10:45 a.m.	Putting on Aids, Establishing Hearing Aid Use
11:00 a.m.	Audiograms, Parts and Functions of the Hearing Aid, Daily Listening Check - Practicum
12:00 p.m.	Lunch (provided)
1:00 p.m.	Finish Above Practicum and Discussion
1:30 p.m.	Auditory Program
2:30 p.m.	Summary and Evaluation
2:45 p.m.	Planning for INSITE Training #2
3:15 p.m.	Dismiss

The INSITE training is sponsored collaboratively by the Arkansas Project for Children With Deafblindness and the Early Childhood Program of the Arkansas Department of Education, Special Education; the Early Intervention and Early Childhood Programs of the Arkansas Department of Human Services/Developmental Disabilities Services; Educational Services for the Vision Impaired; Educational Services for the Hearing Impaired; and the SKI*HI Institute, Utah State University at Logan.

AGENDA

INSITE Training #2

November 4 - 6, 1997

Clarion Resort on the Lake

Hot Springs, AR

Day One

8:30 a.m.	Welcome Back
9:00 a.m.	Normal/Abnormal Motor Development
10:00 a.m.	Break
10:15 a.m.	Working With Young Children With Posture and Movement Disorders
12:00 p.m.	Lunch (provided)
1:00 p.m.	Continue
2:30 p.m.	Break
2:45 p.m.	Motor Application
3:15 p.m.	Child Care Routines and Feeding
4:30 p.m.	Dismiss

Day Two

8:30 a.m.	Power of the Heart
9:30 a.m.	Concept Development
10:00 a.m.	Break
10:15 a.m.	INSITE Vision Program
10:30 a.m.	Vision Impairment and Its Effects on Learning
11:00 a.m.	Medical Aspects and Implications of Specific Eye Conditions
12:00 p.m.	Lunch (provided)
1:00 p.m.	Formal Vision Testing and Working With Eye Doctors
1:30 p.m.	Functional Visual Observation
2:00 p.m.	Encouraging the Use of Vision
2:30 p.m.	Break
2:45 p.m.	Continue
3:45 p.m.	Orientation and Mobility
4:30 p.m.	Dismiss

Day Three

8:30 a.m.	Plan for Observation and Assessment
9:00 a.m.	Visit With the Child and Family
10:00 a.m.	Break
10:15 a.m.	Identify Child/Family Strengths and Concerns
11:00 a.m.	Write Child/Family Goals
12:00 p.m.	Lunch (provided)
1:00 p.m.	Select Activities
2:00 p.m.	Share With Large Group
2:30 p.m.	Training Evaluation and Credit Registration
3:00 p.m.	Dismiss

* * * * *

The INSITE training is sponsored collaboratively by the Arkansas Project for Children With Deafblindness and the Early Childhood Program of the Arkansas Department of Education, Special Education; the Early Intervention and Early Childhood Programs of the Arkansas Department of Human Services/Developmental Disabilities Services; Educational Services for the Vision Impaired; Educational Services for the Hearing Impaired; and the SKI*HI Institute, Utah State University at Logan.

AGENDA

Parent Training
Arkansas Project for Children with Deafblindness
May 1 and 2, 1998

Friday - May 1, 1998

5:00 p.m.	Registration	Lobby
6:00 p.m.	Dinner	Lobby
7:00 p.m.	Targeted Case Management - What It Is, What It Can Do for You, How to Access It *Phillip Pengelly, Arkansas Easter Seal Society*	Meeting Room
8:30 p.m.	Parent Networking	Meeting Room

Saturday - May 2, 1998

8:30 a.m.	Continental Breakfast	Lobby
9:00 a.m.	Re-organizing and Re-Vamping the United Family Organization for Arkansans with Deafblindness (UFOADB) *Arkansas Networking Consortium for Deafblindness* *(Wanda Stovall, Arkansas Disability Coalition* *Molly Wooten, Developmental Disabilities Services* *Deannine Powell, Office for the Deaf and Hearing Impaired Deafblind Program)*	Meeting Room
12:00 p.m.	Lunch	Lobby
1:00 p.m.	The Changes in the Individuals With Education Act (IDEA) and How They Will Affect IEPs *Dr. Lynn Springfield, Consultant for Students with Severe Disabilities, Arkansas Special Education Resource Center*	Meeting Room
3:00 p.m.	Wrap-up, Evaluations, Travel Forms	Meeting Room
3:30 p.m.	Adjourn	

***

This training is made available through the Arkansas Department of Education, Special Education - Dr. Diane Sydoriak, Associate Director.
(Respite care/babysitting hours are 5 to 10 p.m. Friday and 8 a.m. to 4 p.m. Saturday.)

NOTES FROM PARENT MEETING
May 2, 1998
AmeriSuites, Little Rock, AR

WHAT PARENTS WANT FROM A PARENT GROUP:

Resources
Sense of belonging
Not being alone
Sharing common experiences
Specialty weekend at Camp Aldersgate at Little Rock

CURRENT OFFICERS:

Annette Eddy, Texarkana	President
Ramona Stevens, Hackett	Vice President
Paula Crandall, Alma	Secretary
Shirley Eddy, Fouke	Treasurer

Current two-year terms will expire in October, 1998. New officers will be nominated through the parent group newsletter, to be elected at tentatively planned September meeting.

SUGGESTED ACTIVITIES:

Fathers' activities

- Group activity for fathers
- Give them ideas on what else they can do while the mothers are at the meeting, i.e., zoo, museums, movies, ball games, etc.

Newsletter

- Include births, deaths, family news, birthdays, "proud parent" articles
- How often? Every three months
- Jennifer will mail Debbie a poem she has for the newsletter
- Debbie volunteered to do the newsletter and asked everyone to send articles, information, etc., to her. She will send her new address (Springdale) to Darleen to be placed in the Deafblind Project newsletter.

Pamphlet

- Already designed and in the computer.
- Annette will print it and send it to the parents on the mailing list for dissemination to appropriate sites, i.e., doctors' offices, agencies, schools, etc.

Survey

- To determine reasons more parents don't attend the meetings
- Annette has a survey she will send to Darleen, who will disseminate it to all the parents of children identified as deafblind in the state, incorporating Anita's suggestions into it
- Will ask for location suggestions and parent needs
- One suggested topic for training is dealing with challenging behaviors, not a workshop presentation but an informal discussion with an "expert" who can suggest specific strategies

OTHER DISCUSSION TOPICS:

Incorporation of the group for non-profit status

- Is not necessary for funding from Hilton-Perkins project if the funds can be channeled through an incorporated non-profit agency such as the Arkansas Disability Coalition, which has handled the money in the past
- Paperwork was prepared but officers did not want their names on the incorporation papers forever, with possible liability, if the names could only be changed with the assistance of a (paid) attorney
- Some funds may still be on deposit with the Arkansas Disability Coalition
- Wanda can poll her board members to see if they are still willing to handle the money for the parent group

Meeting locations

- "Specialty" weekends at Camp Aldersgate would offer the parents a relaxed atmosphere and on-site respite care for their children. Camp counselors are available and activities for the kids would include swimming, if the pool were still open at the time of the meeting. The suggested times would be late spring or early fall (May or September)
- Regional meetings have been tried in the past, but the same core group of parents always attended. They might be tried again, now that there are some new members of the group.
- State parks might be an option for meetings. State park facilities might cost less than a hotel or motel.
- Other suggested sites were Ferncliff outside Little Rock and Camp Lonsdale, between Little Rock and Hot Springs

Funding

- There seemed to be more participation when the meetings would last a full weekend, rather than just overnight, because some families could not arrive until late Friday night. With weekend meetings, they could attend the agency training on Saturday, and then stay for the less formal parent get-together the remainder of the weekend.
- In prior years, the group "tacked on" their meetings to the Department of Education's annual parent meeting and the Office for the Deaf and Hearing Impaired (ODHI)'s parent meetings. The group paid for one night's lodging

and two or three meals for each of the families, and provided respite care and babysitting.

- The group would also hold one weekend meeting without any agency support, providing funding through the grant for the expenses of families attending.
- The grant funds were also used to reimburse telephone calls between parents for support, networking, information exchange, etc., between meetings.

ACTIONS PLANNED:

Put Shirley on the mailing list separately ✓	Darleen
Send poem to Debbie for Newsletter	Jennifer
Check on costs and advance notice required for "specialty" weekends at Camp Aldersgate	Darleen
Obtain information on State Park facilities, availability and costs from Molly Wooten of DDS, who had offered to provide it (Oak Bower, Petit Jean, Ozark Folk Center) requested but never received	Darleen
Check on availability, costs and facilities of Ferncliff, Camp Lonsdale and another church camp outside Hot Springs	Darleen
Send survey to Darleen for dissemination to parents on Project's mailing list	Annette
Mail survey to parents, with two-week return requested, including self-addressed envelopes	Darleen
Follow-up with Steve Perrault at Hilton-Perkins to determine limitations, if any, on spending money after the original funding period - more that must spend balance before applying for another grant	Deannine
Determine remaining balance, if any, of the group's funds on deposit with Arkansas Disability Coalition about $606	Wanda
Determine willingness of Arkansas Disability Coalition board to continue to handle the grant funds, if the group continues to receive them - yes, they are willing	Wanda
If any balance is remaining to support a parent weekend, tentative plans are to schedule one for September	Annette
Revise and update current grant application and submit to Hilton-Perkins for approval	Annette and Deannine

No timelines for these actions were established.

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REGISTRATION FORM
Educational Programming for Students with Severe Disabilities
Regional Workshops

You may register for more than one workshop. There is a $10 registration fee for each workshop you attend. Complete a separate Registration Form for each participant. Check desired workshop locations and dates on the form and return by **September 10, 1998,** *to the address listed on the form. Make checks payable to* Arkansas Easter Seal Society Outreach Program. *(No purchase orders, please.)*

	Workshop Title	Date	Location
❑	"What They Didn't Tell You About Educating..."	September 18, 1998	Helena
❑	"Down Time"	September 23, 1998	Hope
❑	"What They Didn't Tell You About Educating..."	November 13, 1998	Melbourne
❑	"Down Time"	November 24, 1998	Fayetteville
❑	"Ain't Misbehavin'"	December 4, 1998	Beebe
❑	"Parent/School Teaming"	December 10, 1998	DeQueen
❑	"Who, What, When, Where, Why and How"	January 14, 1999	Little Rock
❑	"Who, What, When, Where, Why and How"	January 27, 1999	Pine Bluff
❑	"Parent/School Teaming"	February 4, 1999	Plumerville
❑	"What They Didn't Tell You About Educating..."	February 25, 1999	Monticello
❑	"Ain't Misbehavin'"	March 9, 1999	Harrisburg

Registrant's Name: _____ **School Telephone:** _____

School Name and Address: _____

Position: _____ **Ages of Students:** _____

Classroom Setting: Self-contained ____ **Resource** ____ **Self-Contained/Resource**____ **General Education**____

Special Education Supervisor's Name: _____ **Phone:** _____

Enclosed is $_____ (_____ workshops @ $10.00 per workshop).

Form must be returned by **September 10, 1998,** to:

Arkansas Easter Seal Society Outreach Program
3920 Woodland Heights
Little Rock, AR 72212
Attention: Susan Plegge

Forward Copies To: Superintendents, Co-op Directors, Secondary Principals, Middle/Jr. High School Principals, Elementary Principals **Others:** LEA Supervisors EC Special Education Coordinators	**Type of Memo:** Administrative **Response Required By:** None **There are attachments to this memo**

Assistant Director, Accountability: **Frank Anthony**
Associate Director, Special Education: **Diane Sydoriak**

Subject: Special Education Programs **Index Code:** IHBA
Educational Programming for Students with Severe Disabilities

Regulatory Authority: Public Law 94-142, as amended

Contact Person(s): Bryan Ayres, Easter Seal Outreach **Phone No:** (501) 228-8156
Susan Plegge, Easter Seal Outreach (501) 228-8156

A series of 11 regional workshops on educational programming for students with severe disabilities will be offered during the 1998-99 school year by the Arkansas Department of Education (ADE), Special Education. These one-day workshops are intended for school district personnel who work with students with severe disabilities, multiple disabilities, mental retardation, autism, deafblindness, and communication or orthopedic impairments.

Among the agenda items to be offered are: (1) instructional strategies, curriculum structure and components of a functional curriculum; (2) analysis of communicative, sensory and behavioral issues; (3) increasing parent involvement in both school and the IEP process; and (4) ideas for structuring a classroom.

The workshops will begin at 8:30 a.m. and conclude at 3:15 p.m. each day. Lunch will be on your own. The presenters will include staff from the ADE, Special Education; the Arkansas Special Education Resource Center; and the Arkansas Easter Seal Society Outreach Program. **There will be a registration fee of $10.00 per person per workshop for materials and supplies.** A participant may attend more than one workshop. The registration fee will be refunded only if a workshop site is canceled. In the event of a site cancellation, paid registrants may attend an alternate site or receive a refund of his/her registration fee.

The deadline for registering for all of the workshops is September 10, 1998. Please mail registration fee and form to Arkansas Easter Seal Society Outreach Program.

(Over)

A description and schedule of the workshop topics are as follows:

"What They Didn't Tell You About Educating Students With Severe Disabilities" - An overview of instructional strategies, curriculum structure, and components of a functional curriculum. Recommended for first year general and special education teachers.

"Ain't Misbehavin': Behavior Analysis of Students With Severe Disabilities" - An analysis of communicative, sensory and behavioral issues, and teaching social skills to students with severe disabilities. Problem solving for managing behavior challenges will be stressed.

"Parent/School Teaming" - Ideas for communicating with parents, and increasing parent involvement in school activities and the IEP process. The MAPS process will be presented as a strategy for building parent, student, teacher and administrative support for including students with severe disabilities.

"Who, What, When, Where, Why and How" - Curriculum considerations and modifications for students with severe disabilities in a variety of educational settings. An example of the content, methodologies and materials that assist students with severe disabilities in meeting their goals.

"Down Time: Symptom of a Dysfunctional Curriculum" - Ideas on avoiding pitfalls of down-time and keeping students engaged in meaningful activities throughout the school day. Learn to use and make picture schedules, activity sequence cards and other scheduling tools.

Workshop Schedule for the 1998-99 School Year

Workshop Title	Date	Location
"What They Didn't Tell You About Educating..."	September 18, 1998	Helena
"Down Time"	September 23, 1998	Hope
"What They Didn't Tell You About Educating..."	November 13, 1998	Melbourne
"Down Time"	November 24, 1998	Fayetteville
"Ain't Misbehavin'"	December 4, 1998	Beebe
"Parent/School Teaming"	December 10, 1998	DeQueen
"Who, What, When, Where, Why and How"	January 14, 1999	Little Rock
"Who, What, When, Where, Why and How"	January 27, 1999	Pine Bluff
"Parent/School Teaming"	February 4, 1999	Plumerville
"What They Didn't Tell You About Educating..."	February 25, 1999	Monticello
"Ain't Misbehavin'"	March 9, 1999	Harrisburg

ARKANSAS NETWORKING CONSORTIUM FOR DEAFBLINDNESS

ANNOUNCEMENT !!

The Arkansas Networking Consortium for Deafblindness (ANCDB), in collaboration with the Arkansas Project for Children with Deafblindness and the National Technical Assistance Consortium for Children and Young Adults who are Deafblind (NTAC), are pleased to announce a special regional team training in Arkansas.

WHAT IS THIS REGIONAL TEAM TRAINING ABOUT?

During 1997 the Arkansas Project for Children with Deafblindness conducted a needs assessment to identify priority needs of children and young adults who are deafblind, their families and their service providers. As a result of that needs assessment process the Arkansas Networking Consortium for Deafblindness (ANCDB) was formed. In addition, the number one need identified was:

> ***There is a need for all families, educators and service providers in Arkansas to be trained and become knowledgeable in the issues of best practices for individuals who are deafblind.***

ANCDB and NTAC have chosen to use a regional approach in delivering technical assistance and training to promote and support best/effective in educational programs throughout the state. Beginning in June, 1998, three (3) sites will be selected from those districts responding to the attached ***Needs Assessment*** and ***Application*** *form* to pursue development of model programs. For each model program five or six people will be chosen to become a resource ***team*** surrounding one student who is listed on the Deafblind Registry. These teams will participate in at least three 2-day intensive trainings over the next two year period. Teams may consist of general and special education teachers, administrators, parents, related services personnel, or others involved in the child's educational programming.

Training will be offered to: 1) train parents, teachers and service providers, as ***teams***, in best practices associated with educating students with deafblindness; and 2) increase the availability of and access to regional and local expertise and resources.

The first 2-day training for ***teams*** will be held on September 29 and 30, 1998. Trainers will be drawn from a pool of consultants with national reputations as well as staff from NTAC.

WHO WILL BENEFIT FROM THIS TRAINING?

Teachers, families and service providers who work with students who are currently listed on the Registry of the Arkansas Project for Children with Deafblindness will be offered this training opportunity. This announcement is being sent only to the teachers and special education supervisors who currently serve students identified as deafblind. All who receive this are being asked to complete the attached ***Needs Assessment*** survey. Those who are interested in being selected as a model program site and receiving ***team*** training are being asked to complete the attached ***Application*** form too.

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WHAT TYPE of TRAINING WILL the REGIONAL TEAMS RECEIVE?

As much as possible, training agendas will reflect the needs expressed by the members of the ***teams***, but a set of core training topics will also be covered. These include:

- incorporating best/effective practices into IEP/ITP's
- developing expertise in content areas among team members
- using a "person-centered" approach to identify those procedures, processes and practices that are essential to quality educational programming
- collaborative teaming

WHAT WILL BE EXPECTED of TEAMS?

All team members will be asked to sign a training agreement that will outline expectations. These include a commitment to:

- attend at least three (3) 2-day training sessions over the next two years
- agree to serve as a model site for demonstration of best practices in working with students who are deafblind

WHAT ARE the EXPECTED OUTCOMES of THIS TRAINING?

By the Spring of 2000, the anticipated outcomes of the regional team training activity include:

1. At least three model program sites, each with a ***team*** trained in best practices, will be in place
2. At least three students will have better programming as a result of ***team*** training in best practices
3. Three model program sites will be used as resources to increase knowledge and understanding among a variety of service providers, family members and teachers

HOW DO I BECOME a TEAM MEMBER at a MODEL PROGRAM SITE?

Complete the enclosed ***Needs Assessment*** survey and ***Application*** form, and return by June 8, 1998 to:

Barbara Haynes, Education Consultant
Arkansas Project for Children with Deafblindness
#4 State Capitol Mall
Room 105-C
Little Rock, AR 72201
Phone: (501) 682-4222
Fax: (501) 682-4313
E-mail: bhaynes @arkedu.k12.ar.us

APPLICATION FORM
FOR
REGIONAL TEAM TRAINING

NAME:	
School/Agency	
Relationship to student who is DB:	
Phone #:	**Summer Phone #:**
FAX:	
Address:	**Summer Address:**

Please read the following information carefully before signing.

I understand that by participating in this **Regional Team Training** I am committing to:

- being a member of a team to acquire knowledge and skills needed to develop a model program for a student who is on the Arkansas Deaf-Blind Registry
- attending at least three 2-day trainings over the next two years
- working with team members on writing a purpose statement and developing action plans
- serving as a resource to increase knowledge and understanding among other family members, teachers and service providers in Arkansas

I have discussed this with my employer and he/she has agreed to support my participating in this training opportunity and model program development.

Signature:_____ **Date:** _____

Return with Needs Assessment by June 8, 1998 to:

Barbara Haynes, Education Consultant
Arkansas Project for Children with Deaf-blindness
#4 State Capitol Mall, Room 105-C
Little Rock, AR 72201

Phone: (501) 682-4222
Fax: (501) 682-4313
E-mail: bhaynes@arkedu.K12.ar.us

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Welcome to Eureka Springs
and
The NTAC Regional Team Training
on
Best Practices Associated with Educating Students With Deafblindness

Day One

7:45 – 8:30 a.m.	Continental Breakfast – Atrium
8:30 – 9:00 a.m.	Welcome Introductions – Ozark Room
9:00 - 10:00 a.m.	Barbara Miles – Ozark Room
10:15 - 10:30 a.m.	Break
10:30 a.m. – 12:00 p.m.	Training Resumes
12:00 – 1:00 p.m.	Lunch – Atrium
1:00 – 2:15 p.m.	Training Continues – Ozark Room
2:15 – 2:30 p.m.	Break
2:30 – 4:00 p.m.	Training Resumes
4:00 p.m.	Day One Training Concludes

PRESENTERS

Day One - Barbara Miles, Communication Specialist

Day Two - Teresa Coonts, NTAC Specialist

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1998 Regional Team Training
September 29-30
Basin Park Hotel, Eureka Springs, AR

We would like to congratulate your school on being selected to receive training, as a team, in best practices associated with educating students with deafblindness. Each model program site chosen will become a resource team for one student who is listed on the Arkansas Deafblind Registry. Four teams from across the state have been chosen to participate in at least three 2-day intensive trainings over the next two-year period. The first 2-day training for teams will be held on September 29 and 30, 1998.

Participant Expenses:

There is no registration fee for the September 28 and 29 training. The National Technical Assistance Consortium (NTAC) will provide lodging for all team participants on September 28 and 29. A continental breakfast, breaks and lunch will also be provided for each of the two days of training. **Dinner on September 29 will be on your own.** NTAC will also reimburse participants for their travel expenses.

Registration Process:

To register for the training, please complete the attached Participant Information Sheet. Names of **each** participating team member **must** be listed on the Sheet and returned to our office by **September 15.**

Team Composition:

Teams may consist of up to six persons and may be general and special education teachers, administrators, parents, related services personnel, or others **involved in the child's educational programming.** Please contact our office as soon as possible in the event a member of your team is not able to attend or if another team member has been added to your team.

Hotel Information:

Room reservations will be made by this office as soon as Participant Information Sheets are received. Upon arrival at the hotel, please check in at the reservations desk and identify yourself as being with the NTAC training. Guests can park at the front door of the hotel while registering and unloading luggage. A hotel van is available at curbside to shuttle guests to cars, if needed, to the guest parking lot at the end of the street. The hotel telephone number is (501) 253-6985. The enclosed map should help you in locating the hotel and nearby restaurants.

Sponsoring Agencies:

Arkansas Networking Consortium for Deafblindness (ANCDB)
National Technical Assistance Consortium for Children and Young Adults Who are Deafblind (NTAC)
Arkansas Project for Children with Deafblindness

For questions or additional information, contact:

Barbara Haynes or Darleen Riley Tripcony
Arkansas Project for Children with Deafblindness
Arkansas Department of Education, Special Education Unit
(501) 682-4222

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Regional Team Training Participant Information Sheet
September 29 and 30, 1998
Basin Park Hotel, Eureka Springs, AR

School or Facility: _____

Address: _____

Telephone: (____)_____ Fax #: (____)_____

Contact Person: _____ Position: _____

Team Members:

Please indicate the type of room (Single or Double) and the date(s) needed:

Name: _____ Position: _____

_____Single _____Double Dates Needed: _____ September 29 _____ September 30

Name: _____ Position: _____

_____Single _____Double Dates Needed: _____ September 29 _____ September 30

Name: _____ Position: _____

_____ Single _____Double Dates Needed: _____ September 29 _____ September 30

Name: _____ Position: _____

_____Single _____Double Dates Needed: _____ September 29 _____ September 30

Name: _____ Position: _____

_____ Single _____ Double Dates Needed: _____ September 29 _____ September 30

Name: _____ Position: _____

_____ Single _____ Double Dates Needed: _____ September 29 _____ September 30

Special accommodations needed (i.e., training or facility adaptation, sign language, interpreter, braille, large print materials or wheelchair accessbility): _____

_____

Return Participant Information Sheet no later than September 15 to:

Barbara Haynes, Education Consultant
Arkansas Project for Children with Deafblindness
Arkansas Department of Education, Special Education
#4 Capitol Mall, Room 105C, Little Rock, AR 72201
(501) 682-4222 Fax: (501)682-4313 e-mail: bhaynes@arkedu.k12.ar.us

1998 Regional Team Training
September 29-30
Basin Park Hotel, Eureka Springs, AR

Dear Consortium Members:

Four school teams from across the state have been selected to receive training, as teams, in best practices associated with educating students with deafblindness. Each model program site chosen will become a resource team for a student who is listed on the Arkansas Deafblind Registry. Teams from Fort Smith, Arkansas School for the Deaf, Clinton and Mountain View have committed to participate in at least three 2-day intensive trainings over the next two-year period.

The first 2-day training for school teams and interested Consortium members will be held on September 29 and 30, 1998. Barbara Miles, a noted communication specialist/consultant and teacher of children who are deafblind, and Teresa Coonts, Technical Assistance Specialist with NTAC, will conduct the two-day training.

Participant Expenses:
There is no registration fee for the September 28 and 29 training. The National Technical Assistance Consortium (NTAC) will provide lodging for all team participants and **approximately ten Consortium members** on September 28 and 29. A continental breakfast, breaks and lunch will also be provided for each of the two days of training. **Dinner on September 29 will be on your own.**

Registration Process:
To register for the training, please complete the attached Participant Information Sheet and return to our office by **September 15.**

Hotel Information:
Room reservations will be made by this office as soon as Participant Information Sheets are received. Upon arrival at the hotel, please check in at the reservations desk and identify yourself as being with the NTAC training. Guests can park at the front door of the hotel while registering and unloading luggage. A hotel van is available at curbside to shuttle guests to cars, if needed, to the guest parking lot at the end of the street. The hotel telephone number is (800) 643-4972. The enclosed map should help you in locating the hotel and nearby parking.

For questions or additional information, contact:
Barbara Haynes or Darleen Riley Tripcony
Arkansas Project for Children with Deafblindness
Arkansas Department of Education, Special Education Unit
(501) 682-4222

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AREA	STATE	TA #	INV #	FFY	MT	TR	HK
3	AR						

NTAC TECHNICAL ASSISTANCE ACTION PLAN

Page ____ of ____

Date _____

Participant(s): 1. Ann Gilkey Phone: 501-324-9532 3. Dennis Cummings Phone: TTY 224-9793 or relay

2. Sharron Berry Phone: _____ 4. Ronnie Hallsell Phone: _____

DESIRED OUTCOME (Who will benefit and in what way?)	STRATEGIES (How will the outcome be achieved?)	PERSON(S) RESPONSIBLE/ TIMELINES	EVALUATION PROCEDURES	DEGREE OF IMPLEMENTATION (Progress/successes)
Team members will determine why Carrie likes things better. i.e. understand her communication better	* Share Preference map w Carrie + ask if she understands or agrees * Ask Carrie to participate in creating her own preference map. * Share information w CC Davis Region Rep + High School Team and family. * Pursue skills needed for HKNC summer experience * Conduct a map (background, preference, + choices)	Classroom Teacher ASD " " High School Principal Deaf Blind Coordinator Teacher " " Ann Gilkey Barbara Hunter Deaf Blind Ed Consultant		Follow-up Date(s):

First Name or Initials of Children/Young Adults to Benefit:

or

Total # of Children/Young Adults to Benefit: 205

BEST COPY AVAILABLE

Degree of Implementation:
0 = No Implementation
1 = Implementation inconsistent
2 = Full Implementaiton
3 = Progress achieved by consumer
4 = Progress achieved by more than 5 consumers (specify number) 206

AREA	STATE	TA #	INV #	FFY	NT	TR	RK
3	AR						

Page ___ of ___

Date _____

NTAC TECHNICAL ASSISTANCE ACTION PLAN

Participant(s): 1. Sarah Brewer Phone: (870) 269-2236 3. Phyllis Gammill Phone: (870) 269-4561

2. Jan Townsley Phone: (870) 269-3567 4. Jean Autry Phone: (870) 269-3255

DESIRED OUTCOME (Who will benefit and in what way?)	STRATEGIES (How will the outcome be achieved?)	PERSON(S) RESPONSIBLE/ TIMELINES	EVALUATION PROCEDURES	DEGREE OF IMPLEMENTATION (Progress/successes)
Keith - to communicate his likes and dislikes in a positive way	① Develop like/dislikes map	*1 *2 *3 *4 2 weeks		Follow-up Date(s):
	② purchase shatter proof mirror for modeling appropriate communication	*1 2 weeks		
	③ develop choice pictures to represent likes and dislikes	*1 2 weeks		
	④ Daily modeling communication sessions at School	begin in 2 weeks *3 + personnal care aide		

First Name or Initials of Children/Young Adults to Benefit:

or

Total # of Children/Young Adults to Benefit:

BEST COPY AVAILABLE

Degree of Implementation:
0 = No Implementation
1 = Implemenatation inconsistent
2 = Full Implementaiton
3 = Progress achieved by consumer
4 = Progress achieved by more than 5 consumers (specify number)

AREA	STAT	TA #	INV #	FFY			
3	AR						

____ of ____

Date _____

NTAC TECHNICAL ASSISTANCE ACTION PLAN

Participant(s): 1. Leslie Entrekin Phone: 501 452-2601 3. Dian Harris Phone: _____

2. Tom Rouse Phone: _____ 4. Barbara Hoben Phone: _____

(Yvonne Rogers)

(Yvonne Rogers)

DESIRED OUTCOME (Who will benefit and in what way?)	STRATEGIES (How will the outcome be achieved?)	PERSON(S) RESPONSIBLE/ TIMELINES	EVALUATION PROCEDURES	DEGREE OF IMPLEMENTATION (Progress/successes)
Aaron's communication will improve	Develop a communication map with family and service providers	Diana by Nov. 1, 1998		Follow-up Date(s):
	Determine which communication option will be the most effective with Aaron.	Barbara by Dec. 1, 1998		
	Implement appropriate option in variety of setting, carried out by variety of providers and family	All by may, 1999		

First Name or Initials of Children/Young Adults to Benefit:

or

Total # of Children/Young Adults to Benefit: 205

BEST COPY AVAILABLE

Degree of Implementation:
0 = No Implementation
1 = Implemenatation inconsistent
2 = Full Implementaiton
3 = Progress achieved by consumer
4 = Progress achieved by more than 5 consumers (specify number)

AREA	STATE	TA #	INV #	FFY	MT	TR	RR
3	AR						

Page 1 of 1

Date 9/30/98

NTAC TECHNICAL ASSISTANCE ACTION PLAN

(Clinton Middle School)

Participant(s): 1. LORNA NULPH Phone: 5017454744 3. ELAINE TREADAWAY Phone: "

2. MARY JO BURNLEY Phone: " 4. VICKIE GAMMILL Phone: "

DESIRED OUTCOME (Who will benefit and in what way?)	STRATEGIES (How will the outcome be achieved?)	PERSON(S) RESPONSIBLE/ TIMELINES	EVALUATION PROCEDURES	DEGREE OF IMPLEMENTATION (Progress/successes)
Karen will increase her level of independence and general abilities, as well as better determine what she will be able to do post-high school.	We will do the maps associated w/ the NTAC workshop format, esp. the relationships, places, personal preferences, dreams hopes and fears, future vision, choices, home or work, commun. and daily routine and do a MAPS session w/ Bryan Ayers and Darleen Tripcony and Karen's 8th grade Career classes.	Lorna Nulph Vickie Gammill Mary Jo Burnley Elaine Treadaway do by Spring Break (end of March 1999)		Follow-up Date(s):

First Name or Initials of Children/Young Adults to Benefit: KAREN

or

Total # of Children/Young Adults to Benefit: 211

BEST COPY AVAILABLE

Degree of Implementation:
0 = No Implementation
1 = Implementation inconsistent
2 = Full Implementaiton
3 = Progress achieved by consumer
4 = Progress achieved by more than 5 consumers (specify number) 212

AREA	STATE	TA #	INV #	FFY			
3	AR						

NTAC TECHNICAL ASSISTANCE ACTION PLAN

Date 9/30/98 1 of 1

Participant(s): 1. Laura Noduvik Phone: 820 534-6629 3. _____ Phone: _____

2. Barbara Haynes Phone: 501 682-4222 4. _____ Phone: _____

DESIRED OUTCOME (Who will benefit and in what way?)	STRATEGIES (How will the outcome be achieved?)	PERSON(S) RESPONSIBLE/ TIMELINES	EVALUATION PROCEDURES	DEGREE OF IMPLEMENTATION (Progress/successes)
To do appropriate mapping sessions (background, communication, + future plans)	• Set up team meeting to make maps • Contact team members	10/27/98 L. Noduvik (calls chart) + Tevs Barbara Haynes (Bonnie) Laura Noduvik (Ken)		Follow-up Date(s):

First Name or Initials of Children/Young Adults to Benefit: V.H.

or

Total # of Children/Young Adults to Benefit: 213

BEST COPY AVAILABLE

Degree of Implementation:
0 = No Implementation
1 = Implemenatation inconsistent
2 = Full Implementaiton
3 = Progress achieved by consumer
4 = Progress achieved by more than 5 consumers (specify number)

214

TECHNICAL ASSISTANCE ACTIVITY SUMMARY

1. STATE: Arkansas

2.

AREA	STATE	TAA #	TA PLAN NEED # / OUTCOME #	YEAR
3 ~~VII~~	AR	2	2	99

3. DATE(S): May 2 - 13th
4. TAS RESPONSIBLE: John Eisenberg
5. CONTENT/TOPICAL AREA: Overview of Deaf-Blindness
Instructional Strategies

**Complete for all TA activities		
6. Number of participants:		
6.1 Number of Family Members	1	
6.2 Number of Consumers	1	
6.3 Number of Teachers	5	
6.4 Number of Consulting Teachers or Specialists	0	
6.5 Number of Related Service Providers	14	
6.6 Number of Para-Roles	0	
6.7 Number of Adult Service Providers	0	
6.8 Number of Administrators	4	
6.9 Other		
7. Number of Children/Youth to benefit by age	DB	Other
7.1 Number ages birth through 2	1	—
7.2 Number ages 3-5	12	—
7.3 Number ages 6-12	60	142
7.4 Number ages 13-17	12	—
7.5 Number ages 18-21	—	—
7.6 Number ages 21 plus	3	—
8. Satisfaction score _____ point scale used		
8a. Organization	3.52	
8b. Objective/Activities	3.91	
8c. Overall average	3.72	
9. Kaizen was used as formative tool - Circle one	(Yes)	No
10. Awareness Change - Circle one	Yes	(No)
11. Change in Knowledge and Skills Attached Summary (% across participants)	97%	
12. Systems Change/Capacity Building Evaluation - Circle one	Yes	(No)

**Complete for 3 -5 Day Workshops, Institutes, Training		
13. Pre - Post Test Score (average)		%
13.1 Percentage meeting criterion		%
14. Competencies Completed (Training Activities)		% or #
14.1 _____		
14.2 _____		
14.3 _____		
14.4 _____		
15. Action Plans: Percent for all participants		% or #
16. Analysis of Action Plan (outcomes)	Date to be probed:	Ranking
#1. _____		
#2. _____		
#3. _____		
#4. _____		
#5. _____		
16. Additional Data:		

N:\NTAC\FORMS\TA-ACT.SUM 4/99

FORM C.14a

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ARKANSAS - Overview of D/B Instructional Strategies. May 12-13, 1999

Satisfaction Evaluation Comments (verbatim):

STRENGTHS OF THE WORKSHOP:

a. Practical applications.

b. Good, practical information for use by _____ and home.

c. Usable items that I can do in my classroom.

d. Knowledge of the presentor and location of the workshop.

e. New approach in teaching.

f. Example of practices were excellent. Good review of strategies. The Matrix for embedding skills was excellent.

g. Very clear decisive information. Activities were practical.

h. The presenter is organized and well-read in her field. Dynamic presenter. Excellent presentation w/ stimulating materials. Extremely personable!

i. Relevant.

j. Presenter was very knowledgeable. Organized well - pertinent & useable information. Loved the Matrix idea.

k. Good speaker - easy to understand - Good variety of activities.

l. Examples were given, time to practice activity, enough times for questions to be answered, videos & slides.

m. On behalf of all 4 team members: stimulation techniques, handouts were good - anything we can take back for reference is helpful, like applying real-life to discussion (look @ videos and apply techniques learned right then); good to have notes already done so spend more time concentrating, listening and less time trying to take notes.

n. Jennifer's knowledge and presentation style.

o. Chance to network, meet other parents, professionals.

p. The information was presented well. - Jennifer was great at keeping the participants involved and did a super job of having us participate.

q. The presenters.

r. Specific ideas.

s. I like the hands on activity to teach and also opportunity to try new strategies.

Satisfaction Evaluation Comments (verbatim):

OPPORTUNITIES FOR IMPROVEMENT:

a. The information was up to date which allows me to focus on my job!

b. More hands on materials available for participants.

c. To improve embedding skills in curriculum.

d. None (very good).

e. With only a few groups attending, maybe there could be a ^'d opportunity for facilitators to work w/ individual groups troubleshooting for their specific children.

f. Remote microphone.

g. Lots of info for a short time - need better audio equipment for speakers next time so presenters can concentrate on that and not worry about being heard.

h. More time to cover the material and to have activities.

i. More videos, student case problems, opportunities to solve problems make recommendations.

PARTICIPANT INFORMATION
1999 Regional Team Training
May 12 -13
Clarion Resort on the Lake
Hot springs, AR

Before you pack your bags for Hot Springs here is some information you'll need:

Participant Expenses:
There is no registration fee for this training. The National Technical Assistance Consortium (NTAC) will provide **lodging only** for all team participants on May 11 and 12. Breakfast, lunch and dinner will be on your own each day. Also, please remember that NTAC will not be able to reimburse you for travel expenses or mileage for this training.

Hotel Sign-In:
Your room reservation has been made for you and a list of all NTAC Team Training participants will be at the front desk when you check in. You will be asked to give either a $10.00 deposit or a credit card to cover any incidentals charged to your room, such as telephone calls or meals, which will not be paid by NTAC. Also, when you check out, a $1.00 automatic safe charge will be added to your room charges if you do not notify them that the safe was not used. Check-out time on May 12 is 11:00 a.m., but a luggage storage area is available in the lobby, if needed.

Agenda for Day One:
8:00 - 8:30 .....Registration/Introductions (Lakeview Ballroom)
8:30 - 12:00 .....Session #1
12:00 - 1:00 .....Lunch (on your own)
1:00 - 4:30 .....Session #2

Agenda for Day Two:

8:00 - 8:30	Announcements and Introductions (Lakeview Ballroom)
8:30 - 12:00	Session #1
12:00 - 1:00	Lunch
1:00 - 3:00	Session #2 and Evaluations

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For questions or additional information, contact:
Barbara Haynes or Darleen Riley Tripcony
Arkansas Project for Children with Deafblindness
Arkansas Department of Education, Special Education Unit
(501) 682-4222 Fax: (501)682-4313 e-mail: bhaynes@arkedu.k12.ar.us

Hotel (Conference Center) Sign-In:

Room reservations will be made by this office as soon as Participant Information Sheets are received. Upon arrival at the Conference Center, please check in at the front desk and identify yourself as being with the NTAC Training. The enclosed map should help you in locating the Conference Center and nearby restaurants. If you have other questions for the hotel the phone number is (501) 884-6060.

Tentative Agenda for Day One:

8:00 - 8:30 .....Coffee and Pastries
Registration/Introductions
8:30 - 10:30 .....Session #1
10:30 -10:45.....Break
10:45 - 12:00.....Session #2
12:00 - 1:15 .....Lunch (on your own)
1:15 - 2:45 .....Session #3
2:45 - 3:00 .....Break
3:00 - 4:30 .....Session #4

Tentative Agenda for Day Two:

8:00 - 8:30.....Coffee and Pastries
8:30 - 10:30....Session #1
10:30 - 10:45...Break
10:45 - 12:00...Session #2
12:00 - 1:15.....Lunch (on your own)
1:15 - 3:00.....Session #3
Wrap up/Evaluations

For additional information, contact:
Barbara Haynes, Education Consultant
Arkansas Department of Education, Special Education Unit
(501)682-4222 e-mail: bhaynes@arkedu.k12.ar.us

Regional Team Training Participant Information Sheet

May 12 and 13

Clarion Resort on the Lake, Hot Springs, AR

School or Facility: _____

Address: _____

Telephone: _____ Fax #: _____

Contact Person: _____ Position: _____

Team Members:

Please indicate the type of room (Single or Double) and the dates needed.

Name: _____ Position: _____

_____ Single _____ Double Dates Needed: _____ May 11 _____ May 12

Name: _____ Position: _____

_____ Single _____ Double Dates Needed: _____ May 11 _____ May 12

Name: _____ Position: _____

_____ Single _____ Double Dates Needed: _____ May 11 _____ May 12

Name: _____ Position: _____

_____ Single _____ Double Dates Needed: _____ May 11 _____ May 12

Name: _____ Position: _____

_____ Single _____ Double Dates Needed: _____ May 11 _____ May 12

Name: _____ Position: _____

_____ Single _____ Double Dates Needed: _____ May 11 _____ May 12

Special Accommodations needed (i.e., training or facility adaptation, sign language, interpreter, Braille, large print materials or wheelchair accessibility):

_____

*Return Participant Information Sheet by **April 15** to:*

Barbara Haynes, Education Consultant
Arkansas Project for Children with Deafblindness
Arkansas Department of Education, Special Education Unit
#4 State Capitol Mall, Room 105-C, Little Rock, AR 72201
(501) 682-4222 **Fax: (501)682-4313** **e-mail:** bhaynes@arkedu.k12.ar.us

Arkansas Networking Consortium for Deafblindness
Participant Information Sheet
Clarion Resort on the Lake, Hot Springs, AR

Mark your calendars! Our second NTAC Regional Team Training in Best Practices Associated with Educating Students with Deafblindness will be held May 12-13 at the Clarion Resort in Hot Springs. Nationally recognized trainers, Jennifer Grisham-Brown and Susan Brooks, will present an overview on deafblindness and instructional strategies for students with deafblindness/multiple disabilities.

Participant Expenses:
There is no registration fee for this training. The National Technical Assistance Consortium (NTAC) will provide lodging for all consortium members and team participants on May 11 and 12. Please note that NTAC **may not** be able to provide breakfasts and lunches during this training due to additional trainers' fees and expenses. We are contacting other agencies to assist with interpreters' fees and meals.

Registration Process:
To register for the training, please complete the attached Participant Information Sheet and return to our office by **April 15.**

Hotel Information:
Room reservations will be made by this office as soon as Participant Information Sheets are received. Upon arrival at the hotel, please check in at the reservations desk and identify yourself as being with the NTAC training. The enclosed map should help you in locating the hotel and nearby restaurants.

Consortium Member: _____

Organization: _____

Position: _____

Address: _____

Telephone: _____ **Fax #:** _____

e-mail address: _____

Please indicate the type of room (single or double) and the dates needed:
_____ **Single** _____ **Double** _____ **May 11** _____ **May 12**

Special accommodations needed (i.e., training or facility adaptations, sign language, interpreter, Braille, large print materials or wheelchair accessibility):
_____

Return Participant Information Sheet no later than ***April 15*** *to*
Barbara Haynes, Education Consultant
Arkansas Project for Children with Deafblindness
Arkansas Department of Education, Special Education
#4 State Capitol Mall, Room 105-C, Little Rock, AR 72201
(501)682-4222 Fax#: (501)682-4313 e-mail: bhaynes@arkedu.k12.ar.us

Arkansas
DEPARTMENT OF EDUCATION
4 STATE CAPITOL MALL • LITTLE ROCK, ARKANSAS 72201-1071 • (501) 682-4475
GENE WILHOIT, Director, General Education Division

DIRECTOR'S COMMUNICATION

NO: ACC-98-014

Date: August 14, 1997

Forward Copies To:	Type of Memo: Informational
Superintendents, Co-op Directors Secondary Principals Middle/Jr. High Principals Elementary Principals Other: LEA Supervisors, *EC Coordinators	**Response Required By:** None **There are attachments to this memo.**

Assistant Director, Accountability: Frank Anthony
Associate Director, Special Education: Diane Sydoriak

Subject: Special Education Programs
1997-1998 "Arkansas Schools Are For All Kids"
Regional Training Registration Information

Index Code: IHBA

Regulatory Authority: Public Law 94-142, as amended

Contact Person: Lisa S. Johnson, Consultant, ASERC **Phone No:** 501-663-3835

Registration information is now available for six regional "Arkansas Schools Are For All Kids" (AR-SAFAK) workshops on inclusion, to be sponsored during the 1997-1998 school year by the Arkansas Department of Education (ADE), Special Education Unit. The two-level, four-day training will be offered at seven regional sites around the state. Level I is scheduled for two days this fall at each of the seven sites. Level II of the training will be held for two days at the same sites in the spring of 1998.

The AR-SAFAK workshops have been adapted from training developed by the California Research Institute on the integration of students with severe disabilities and materials from other sources, such as the Vermont Systems Change Project. The adaptations were developed by a committee of Arkansans from school districts, higher education, state consultants and the ADE, Special Education Unit. For the training, and to assist the schools in developing and implementing inclusive policies, school districts are encouraged to identify an AR-SAFAK School Building Inclusion Team. This team is expected to identify a specific student around whom the team planning will occur during the training. Schools are strongly encouraged to include the identified student's parent(s) on their teams.

(OVER)

Fayetteville	November 3-4, 1997 and February 16-17, 1998 Clarion Inn, Highway 71 Bypass, Fayetteville

Registration is limited and will be on a first-come, first-served basis. Make checks payable to "AR-SAFAK". **Please complete the attached registration form and return it with the registration fee by September 8, 1997 to:**

"AR-SAFAK"
c/o Arkansas Special Education Resource Center (ASERC)
1405 North Pierce Street, Suite 101
Little Rock, AR 72207

Attention: Carrollyn Tyson

Registration may be faxed to Carrollyn at ASERC at (501) 663-7363. In this case, please call 501-663-3835 or 1-800-482-8437 to confirm receipt of the fax.

NOTE: No registrations will be accepted after September 8, 1997.

ARKANSAS SCHOOLS ARE FOR ALL KIDS
REGISTRATION FORM

Please check the site for which you are registering:

____ Monticello (10/7-8/97 and 2/11-12/98)
____ Hope (10/14-15/97 and 2/10-11/98)
____ Pine Bluff (10/14-15/97 and 2/17-18/98)
____ Little Rock (10/21-22/97 and 3/19-20/98)
____ Jonesboro (10/20-21/97 and 2/23-24/98)
____ Plumerville (11/3-4/97 and 2/25-26/98)
____ Fayetteville (11/3-4/97 and 2/16-17/98)

SCHOOL AND DISTRICT:_____
ADDRESS: _____

TEAM MEMBERS:

(NAME)	(POSITION)
1._____	Principal or Assistant Principal
2._____	Special Education Teacher
3._____	General Education Teacher
4._____	Parent(s)
5._____	_____
6._____	_____

IMPORTANT - Name, title and telephone number of contact person:

Name: _____ Telephone No:_____

Title: _____

You must register by September 8, 1997. Please mail registration form and check or purchase order made payable to **"AR-SAFAK"** to:

Attention: Carrollyn Tyson
"AR-SAFAK"
c/o Arkansas Special Education Resource Center (ASERC)
1405 North Pierce Street, Suite 101
Little Rock, AR 72207

To fax registration dial (501) 663-7363. If sending by fax, please call 1-501-663-3835 to confirm receipt.

Arkansas-
Schools Are For All Kids

Outcomes Evaluation
of the Training Program

For Fall 1994 to Spring 1997

March 17, 1998

Prepared For: *Arkansas Comprehensive System of Personnel Development*
By: *Lewis R. Johnson Ed. D.*
Arkansas State University

Arkansas - Schools Are For All Kids
Outcomes Evaluation of the Training Program

Since the passage of PL 94-142 which included a mandate to provide students with disabilities programming in the least restrictive environment, there have been extensive efforts to provide both preservice (Leyser & Bursuck, 1986) and inservice training (Blietz & Courtnage, 1982; Gallagher, 1985) for general education teachers to facilitate the inclusion of students with disabilities into general education classrooms. While Reiff, Evans and Cass (1991) reported that 37 of the 50 states required at least one course in teaching students with disabilities for general education teachers, there continues to be a need to provide inservice training to build the specialized competencies required for including students with disabilities (Showers, 1990; Bradley & West, 1994). Much has been written to describe the change process leading to more inclusive educational programs for students with disabilities (Jenkins, Ronk, Schrag, Rude, & Stowitschek, 1994; Wisniewski & Alper, 1994), the training methodology (Joyce & Showers, 1980; Showers, 1990), and content of training programs (Bradley & West, 1994; Thousand, Nevin-Partin, & Fox, 1987) to facilitate this change in service delivery; however, there are few reports of outcomes associated with systems-change training programs (Ayres, Meyer, Nirmala-Erevelles, and Park-Lee, 1994). In this paper the author will describe a training program titled the Arkansas Schools Are For All Kids (AR-SAFAK) (Arkansas Department of Education-Special Education, 1994) and report outcome evaluation data.

Several factors have been identified which are clearly related to the successful inclusion of students with disabilities. Thousand, Nevin-Parta, and Fox (1987) described characteristics of a Vermont program for the successful inclusion of students with disabilities. The model begins with a building-based collaborative team, which includes administrative leadership. Written procedures for implementing best practices are established and facilitated by a school or district-wide consultant. Finally, specific training in utilizing strategies such as peer tutors and peer buddies were included in the training. Janney, Snell, Beers, & Raynes (1995) identified, through interviews with special education teachers and administrators from schools where students with disabilities were successfully included in regular education classrooms, factors which facilitate the success of inclusion programs. The authors gave the following advice: 1) start inclusion efforts with volunteer personnel, rather than mandate all staff to participate; 2) invite all school staff to participate in the planning; 3) provide sufficient training; 4) provide sufficient time for collaboration of staff; 5) start a small pilot demonstration program and build from it; and 6) create a collaborative problem-solving team. The AR-SAFAK training project includes all six of those factors which facilitate inclusion.

Arkansas Schools Are For All Kids Training

The Arkansas Schools Are For All Kids (AR-SAFAK) (Arkansas Department of Education-Special Education, 1994) is a two-level, four-day training workshop, which is sponsored by the Arkansas Department of Education. The purpose of the workshop is to assist schools in developing and implementing inclusive policies and practices within a school. The first two-day workshop focuses on understanding the leadership challenge and the change process, while the second two-day workshop focuses on developing a school site implementation plan. The workshop requires a commitment from a school to form a group of at least three school faculty comprised of an administrator, a general education teacher and a special education teacher who will participate in all four days of training.

The training program was developed by adapting the program Providing Education for Everyone in Regular Schools (PEERS) (Sandoval, 1995) training materials developed by the California Research Institute on the integration of students with severe disabilities. The AR-SAFAK workshop has been offered annually since 1994-95 in seven sites throughout the state. The training requires attendees to actively participate in understanding the issues, formulating plans for increasing the school's capacity to include students with disabilities in general education classrooms, and making a commitment to implement these plans. The specific training objectives for the participants are:

1. To form a "School Site Inclusion Task Force" comprised of teachers and an administrator to increase school-wide awareness and discussion of the issue of inclusion and principles regarding including students with disabilities in general education classrooms.
2. To develop an understanding of the characteristics of classrooms which successfully include students with disabilities.
3. To develop a school action plan which utilizes strategies taught during the training.
4. To establish a person in the role of "Inclusion Support Facilitator" who will identify and help implement the supports needed to make inclusion work in the school. This is essentially a special educator serving in a collaborative consultant role.
5. To establish a Student Instructional Planning Team, which is a flexible problem-solving group consisting of the Support Facilitator, the child's general education teacher, the parent(s) of the child for the purpose of making recommendations for adapting/ modifying instruction in the general education classroom to facilitate student success.
6. To increase the capacity of the general education classroom to provide appropriate instruction to students with disabilities through implementation of teaching teams, such as co-teaching.

The training requires the school team to work through several worksheets which document the "planning to plan" process and several case studies of students with moderate to severe disabilities (Arkansas Department of Education-Special Education, 1994). In addition to the AR-SAFAK training, the CSPD also provides a one-day training in co-teaching at the same seven sites throughout the state.

Method

Participants

Based on the information provided by the Arkansas Department of Education, 90 school teams were trained using the Arkansas Schools Are For All Kids program between 1994-95 and 1996-97. The teams represented schools from preschool through high school level, and all geographic areas of the state. Since each school was represented by at least three staff members, a principal, a general education teacher, and a special education teacher, more than 270 educators have been trained by this personnel development initiative. Surveys were sent to the administrative member of 90 teams representing elementary, junior high, and high schools. Due to the location of many preschool programs in Arkansas being placed in centers which do not permit inclusion, no surveys were sent to preschool service providers. One-hundred randomly selected schools which did not participate in AR-SAFAK training were also surveyed to form a comparison group.

Instrument

Using the criteria for a good program evaluation survey (Payne, 1994), a concise instrument which incorporated forced-choice and open-ended questions was developed. While the purpose of the training was to change attitudes about inclusion, and build competencies to facilitate inclusion, this evaluation was conducted to specifically assess the behaviors exhibited by school teams following the implementation phase of the training. Therefore, to develop the items for the instrument, the AR-SAFAK goal statements were presented in the instrument with the directions to respond either "yes/no" to each goal statement. These statements which reflect the goals of the training are presented in Tables 1 and 2. One open-ended question was included to allow for individuality in reporting inclusion related outcomes. A second open-ended question asked the respondent to list factors which are perceived to be interfering with the implementation of the goal of increased inclusion. Due to the strong link between the training outcome goals and the items on the instrument, any inclusion implementation activity reported on the survey was attributed to the effect of AR-SAFAK training.

Procedures

For each team which received AR-SAFAK training, a survey was mailed to the school principal with directions to respond to the questions themselves or pass it on to another member of the team. Surveys were mailed with a letter of explanation and a self-addressed return envelope to the school administrator for each team. Twenty days after the initial mailing a follow-up letter with another survey was mailed. As the surveys were received, data were entered into a file to permit tabulation.

Results

A member of 67 AR-SAFAK trained teams responded to the survey for a 74% return rate. The response group was comprised of 80% elementary schools and 20% junior/senior high. When the data were examined by year trained it was found that 29% were trained

during 1994-95, 39% were trained during 95-96, and 32% were trained during the 96-97 school year. The number of responses for each year and each grade level group trained represented a similar percentage of the population, therefore, the response group adequately represents the groups trained over the past three years. Fifty-one schools which did not receive AR-SAFAK training responded to the survey for a response rate of 51%.

Evaluation Question 1

Since AR-SAFAK training in activities to implement or facilitate inclusion, what has your school team implemented or plan to implement this Fall, and is there a significant difference between schools that have been trained and not trained in AR-SAFAK?

To answer this question the author used a series of nine forced-response yes/no items based on practices recommended by the AR-SAFAK training program. Then, as a means of allowing for greater diversity of responses, the survey posed the open-ended question listed above. To determine if there was variability across the years-trained groups and the grade level groups, the force-response data were broken down into these groups. Based on these findings, the most frequently cited (98%) result of training was widespread sharing of beliefs and knowledge about inclusion within the school. Ninety-one percent of the schools reported that there have been discussions of specific school strategies to build a more inclusive school during faculty or teaching team meetings. Implementing co-teaching and the identification of curricular/instructional adaptations were both reported by 82% of the schools.

For each of these inclusion implementation items a comparison using a Chi Square procedure was conducted between trained and not-trained schools. This analysis revealed four items in which there was a significant difference. The percentage of "yes" responses for each forced-item question for trained and not-trained schools is presented below.

Percentage Responding "YES" and to Forced-Choice Inclusion Implementation Items for Schools Which Received/Did not Receive AR-SAFAK Training.

Item	AR-SAFAK Training (n=67)	No AR-SAFAK Training (n=51)	Level of Significance
Discussed teaching teams or strategies	91	61	.01
Shared knowledge or beliefs about inclusion	98	72	.01
Established a school site action plan	55	24	.01
Established a school Inclusion Support Facilitator	48	NA	
Established a Student Instructional Planning Team	27	NA	
Implemented co-teaching/team teaching	82	55	.05
Established formal collaborative consultation	49	51	
Increased resources to general education teachers	67	67	
Identifying curricular and instructional adaptions	79	63	

Evaluation Question 2

What factors appear to be interfering with the school's efforts to implement more inclusive programming for students with disabilities, and is there a difference in opinion between schools which have been trained and not trained in AR-SAFAK?

This question was answered by a tabulation of responses to the above open-ended question. After a master list of factors was developed by the author, two research assistants tabulated the responses, with a .93 interrater reliability. Thirty-two AR-SAFAK trained schools did not respond to the item, while 16 not trained schools did not respond. From the responses, 10 factors were identified. Insufficient personnel was mentioned in 11 responses for both the trained and not-trained schools as a factor interfering with inclusion. The following table summarizes all responses.

The Number of Factors Interfering with the Implementation of Inclusion for Schools Which Received/Did Not Receive AR-SAFAK Training

Factors	AR-SAFAK (n=67)		No AR-SAFAK Training (n=51)	
	#	%	#	%
Insufficient data to support effectiveness of inclusion	2	3	1	2
Insufficient staff training	7	10	7	14
Insufficient opportunities for planning	5	7	7	14
Insufficient personnel	11	16	11	22
Class scheduling conflicts	8	12	5	10
Reluctance to "share" classrooms	1	1	1	2
Attitudes of concern or fear	9	13	11	22
Severity of disability of some students	6	9	1	2
Pressure to show academic gains for GE students	1	1	1	2
Large numbers of students with disabilities	4	6	1	2
No Factors cited or no response to question	18	27	16	31

No statistical difference was found between groups for any factor.

Discussion

A comparison of the AR-SAFAK training program to the characteristics of a quality training program to facilitate inclusive programming in schools reveals that the AR-SAFAK is a quality training program. From a change process perspective, AR-SAFAK views building inclusive schools as a long-term, system-wide process, which requires the establishment of a core of dedicated participants, and a small scale pilot project within the school. The training first focuses on developing and clarifying varying beliefs and attitudes

of team members, and then forming a collaborative building-based team of administrator, special and general education teachers. Finally, the training recognizes the need to work through the phases of a change process similar to those described by Wisniewski and Alper (1994). From a training methodology perspective, AR-SAFAK training is a multi-day program which focuses its initial training on understanding and building a knowledge-base. The second two-day training continues with building a team and planning for opportunities for increased inclusion of students with disabilities. Also, rather than training all teachers within a school, AR-SAFAK begins with a small group of volunteer participants.

Using outcomes as a criterion for evaluation, rather than changes in attitudes and beliefs or post-training "evaluations" of the training content, revealed that AR-SAFAK training is making an impact in Arkansas schools. Specifically, the AR-SAFAK goal of stimulating discussion which leads to sharing of knowledge and beliefs about inclusion was reported by more than 90% of the schools, and was identified as the most frequent outcome of the training. Another specific goal of the training was the development of a school site action plan. The responses indicated 55% of the schools have established a plan, and that this is more likely to be accomplished at the elementary school level than the junior/senior high school level. More importantly, while a plan may be developed, the two means by which this plan can be implemented, that is the assignment of a person to fill the role of Inclusion Support Facilitator and creation of a Student Instructional Planning Team is a reality in less than 50% of the schools which responded to the survey. Finally, it is interesting to note that co-teaching is being implemented in 82% of the AR-SAFAK trained schools, but by only 55% of the non-AR-SAFAK trained schools. It should be noted that these are two independent training initiatives in Arkansas.

The findings of this study strongly suggest that the AR-SAFAK training is having a positive influence in creating more inclusive programming for students with disabilities. However, when attention is turned to identification of factors which are interfering with the implementation of inclusion, a list of factors not related to training emerges. Sixteen percent of the schools reported that inclusion efforts are impeded by insufficient personnel which is a resource allocation issue. Furthermore, schools cite a consideration for the severity of the disability of some students when considering inclusion into general education classrooms. Lack of training or attitudes of concern were cited by only 11 % of the respondents. This finding is indeed encouraging.

Recommendations

1. AR-SAFAK training should continue.
2. Training in co-teaching and other specific techniques for assisting general education teachers through collaborative consultation is needed and should continue.
3. Periodic meetings of teams trained in AR-SAFAK should meet and continue work on and evaluate school action plans.

4. Follow-up training is needed to ensure that the skills are transferred back to the school setting. This could be accomplished through support to school teams by university faculty.
5. Specialized training for an Inclusion Support Facilitator should be considered. As in other states this could be a specialization offered within a MSE degree in special education.

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TENTATIVE 1998-1999 AR-SAFAK TRAINING SCHEDULE

Monticello	October 28-29, 1998 and February 3-4, 1999 Southeast Arkansas Education Service Cooperative, 1002 Scoggin Drive (near Drew Memorial Hospital), Monticello
Helena	November 11-12, 1998 and March 10-11, 1999 Great Rivers Cooperative Campus Drive, Helena
Pine Bluff	October 14-15, 1998 and February 23-24, 1999 Arkansas River Education Service Cooperative 912 West Sixth Avenue, Pine Bluff
Camden	October 13-14, 1998 and March 2-3, 1999 South Central Service Cooperative 400 Maul Road, Camden
Melbourne	November 18-19, 1998 and February 24-25, 1999 Northcentral Arkansas Education Service Center 1013 Haley Street, Melbourne
Little Rock	October 27-28, 1998 and February 17-18, 1999 Best Western InnTowne 600 Interstate 30, Little Rock
DeQueen/Mena	November 18-19, 1998 and March 17-18, 1999 DeQueen/Mena Educational Cooperative 305 South Hornburg, Gillham
Springdale	November 10-11, 1998 and February 10-11, 1999 Washington Elementary School Conference Room East Emma Avenue, Springdale

Arkansas Special Education Resource Center

Forest Heights Office Building
1405 N. Pierce, Suite 101
Little Rock, AR 72207
(501) 663-3835
1-800-482-8437

April 16, 1998

Barbara Haynes
Department of Education, Special Education
#4 Capitol Mall, Room 105C
Little Rock, AR 72201

Dear Barbara:

Thank you so much for your work as a trainer at the Arkansas Schools Are For All Kids (AR-SAFAK) trainings in Little Rock this year. You did a wonderful job and put in a lot of time and effort. I'm glad you were a part of our team and look forward to working with you again soon.

I have prepared a tentative schedule for the 1998-1999 Arkansas Schools Are For All Kids (AR-SAFAK) training year. A copy of the schedule was mailed to you earlier, with the AR-SAFAK "Celebration!" invitation which I certainly hope you will be attending. Another copy of the schedule is enclosed with this letter.

I am requesting that you serve as a trainer at **Helena** in the Great Rivers Cooperative. **Lynn Springfield** will be the team leader for that training. **Level I is to be held on November 11 and 12, 1998 and Level II will be held on March 10 and 11, 1999.** There will be at least one other trainer assigned to that site with you and Lynn.

If these dates and the site are agreeable to you, please mail back the enclosed response form to me by May 1, 1998.

Thanks again, Barbara, for the great job you do, everyday, for **All** our teachers and our kids!

Sincerely,

Lisa S. Johnson

Lisa S. Johnson

UCC-2B	**Functional Analysis of Behavior/Learning for Effective Behavior Intervention**	
9:00 AM - 10:45 AM	*Presenter(s):*	- Maureen Bradshaw Arch Ford Education Services Cooperative
	This presentation will provide an overview of what is required to conduct a functional analysis of behavior.	
Arkansas Tennis Hall of Fame	**Teaching Social Skills to Students Who are Hard of Hearing Using Functional and Pragmatic Language Activities**	
10:00 AM - 10:45 AM	*Presenter(s):*	- Rick McClarrinon Northwest Arkansas Education Service Cooperative
	This presentation will assist the teacher in developing, implementing, and assessing functional and pragmatic language activities designed to teach social skills to students who are hard of hearing.	
Caraway II	**Math Assessment for Special Education**	
10:00 AM - 10:45 AM	*Presenter(s):*	- Donald A. Boyd Arkansas Special Education Resource Center
	This presentation will incorporate methods for doing math curriculum based assessment (CBA) for students referred for special education. **(Repeat Session)**	
Miller	**McGill Action Planning System (MAPS): A Strategy for Building Family, School and Peer Support for Persons with Disabilities**	
10:00 AM - 10:45 AM	*Presenter(s):*	- Barbara Haynes Arkansas Department of Education - Lynn Springfield Arkansas Special Education Resource Center
	This session will provide family, professional staff and school personnel participants with the chance to learn how to conduct a MAPS session for a student with a disability in a school setting. Discussion, a procedural handout, and a video will be used.	
LaHarpe	**We're a Team: Resource Teacher, Paraprofessional, Principal and Parent**	
10:00 AM - 10:45 AM	*Presenter(s):*	- Nancy Early Southeast Arkansas Education Service Cooperative
	An elementary level team shares their experiences of working together using general and special education teachers, paraprofessionals, parents and a principal. This presentation will discuss how to work and plan for children with disabilities in the general education setting.	

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Arkansas River Valley

ICAN's Clearinghouse of Technology

8:00 AM - 4:15 PM

Presenter(s): - Staff
ICAN (Increasing Capabilities Access Network)

The ICAN program has been designed to increase individuals' access to assistive technology by being a source for demonstration, trial use, training, short term loan, recycling, and a network by which to sell, trade and list equipment.

UCC-2E

Through a Child's Senses-Easter Seal Outreach Program

8:00 AM - 4:15 PM

Presenter(s): - Arkansas Easter Seal Society Staff

This workshop will introduce participants to the sensory processing theory and demonstrate how difficulties in sensory processing bring about challenging behaviors. Participants will better understand how dysfunctional behaviors assist the child in managing painful sensations.

Salon A

Transition "Kaleidoscope"

8:30 AM - 11:45 AM

Presenter(s): - Kay Sirmon
DeQueen/Mena Educational Cooperative

This workshop is a round table discussion of twenty-four programs/topics followed by a question and answer period.

Caraway II

Professionals and Families: Building Collaborative Partnerships in Inclusive Settings

9:00 AM - 9:45 AM

Presenter(s): - Kathleen Atkins
- Dr. Fred Litton
University of Central Arkansas

This session addresses opportunities for building and nurturing professionals and families. It will also address the unique demands and issues that "inclusive schooling" places on professionals and parents, and will provide intervention strategies.

Izard

Lights, Camera, Action - Turning Students Into Stars

9:00 AM - 10:45 AM

Presenter(s): - Patti Benight
- Kimberly Hill
Cabot School District

The focus of this session will be to facilitate the creation of leadership roles, enhance self-esteem, augment parental involvement, increase daily attendance, improve comprehension skills and intensify team working skills.

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Arkansas
DEPARTMENT OF EDUCATION
4 STATE CAPITOL MALL • LITTLE ROCK, ARKANSAS 72201-1071 • (501) 682-4475
RAYMOND SIMON, Director

TO: Special Education Supervisors

FROM: Diane Sydoriak

RE: Training Survey for Teachers of Students with Severe and/or Multiple Disabilities

DATE: July 22, 1999

For several years, the Arkansas Department of Education, Special Education, has offered inservice training for teachers of students with severe and/or multiple disabilities in collaboration with the Easter Seals Arkansas Outreach Program and the Arkansas Special Education Resource Center. This training has focused primarily on functional integrated curriculum for these students.

In order to tailor this training more to the needs of the target audience - teachers of students with severe and/or multiple disabilities - a brief survey has been developed to identify priority training needs. It should be completed by all teachers who serve students with severe and/or multiple disabilities, all Special Education Supervisors and all Early Childhood Coordinators.

The survey is attached to this memo. Please copy and disseminate it to your teachers who serve children with severe and/or multiple disabilities.

All completed surveys should be returned to this office by September 10, 1999. Once the surveys are received, the results will be compiled and training will be developed that addresses the identified priorities.

Your cooperation in this effort will be appreciated. If you have any questions, you may contact Barbara Haynes, Education Consultant, in this office at 501-682-4222; Bryan Ayres, Consultant for Students with Severe Disabilities at Easter Seals Arkansas Outreach Program, 501-221-8433; or Lynn Springfield, Consultant for Students with Severe Disabilities at Arkansas Special Education Resource Center (ASERC), 800-482-8437.

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Services Request Form
Arkansas Project for Children with Deafblindness

WHAT KIND OF TECHNICAL ASSISTANCE ARE YOU INTERESTED IN RECEIVING?

- ❑ On-Site Consultation
- ❑ Interactive Video Training at Your Local Co-Op (___Half-Day ___Full-Day Session)
- ❑ Small Group Problem-Solving with Consultants for Students with Deafblindness and/or Multiple Handicaps (Participants can discuss and brainstorm solutions for individual student/classroom situations)
- ❑ Student-Centered Planning Session for Individual Student (MAPS)
- ❑ Lending Library (video tapes, books, manuals regarding deafblindness)
- ❑ Other _____

WHAT TOPICS ARE YOU INTERESTED IN?

- ❑ Deafblindness (characteristics, causes)
- ❑ Unique Educational Needs of Students Who Are Dual Sensory Impaired
- ❑ Functional Programming
- ❑ Instructional Strategies
- ❑ Communication
- ❑ Orientation and Mobility (independent movement, travel skills)
- ❑ Functional Assessment Strategies
- ❑ Behavior Management
- ❑ Involving Parents of Students with Deafblindness/Multiple Disabilities
- ❑ Techniques to Support the Student in the General Education Classroom
- ❑ Assistive Technology
- ❑ Student-Centered Planning (MAPS - McGill Action Planning System)
- ❑ Transition Issues
- ❑ Other _____

WHAT ARE THE BEST DAYS FOR THESE SERVICES TO BE PROVIDED?
___Monday ___Tuesday ___Wednesday ___Thursday ___Friday ___Any Day

PLEASE PROVIDE THE FOLLOWING CONTACT INFORMATION:

Student's Name: _____
Teacher Requesting Services: _____
School: _____
Street Address: _____ City/Zip: _____
Phone: _____ Fax: _____ e-mail: _____

☺ *If this student is no longer in your classroom (has a new teacher, moved to a new school or town, etc.) please let us know.* _____
_____

Please return to: Barbara Haynes, Education Consultant
Arkansas Project for Children with Deafblindness
#4 State Capitol Mall, Room 105-C
Little Rock, AR 72201
Phone: (501) 682-4222 Fax: (501) 682-4313
e-mail: bhaynes@arkedu.k12.ar.us

Arkansas
DEPARTMENT OF EDUCATION
4 STATE CAPITOL MALL • LITTLE ROCK, ARKANSAS 72201-1071 • (501) 682-4475
RAYMOND SIMON, Director

January 21, 1998

Ms. Sara Brewer,Teacher
Mountain View Elementary School
HC 71, Box 154
Mountain View, Arkansas 72560

RE: [redacted]

Dear : Ms. Brewer

The above-referenced child is currently listed on the Arkansas Deafblind Registry. This Registry is maintained by the Arkansas Project for Children with Deafblindness, a federal grant program that provides services to children birth to 21 who have been identified as deafblind.

The Deafblind Project can provide on-site consultations, technical assistance and inservice presentations, upon request, to teachers and agency personnel who serve children with deafblindness, and to the families of those children. Since the Project is a state agency there is no cost for these services.

This year, in order to provide services to as many students as possible, we have scheduled on-site visits at several schools in your area. During these brief visits we hope to be able to observe each student identified as deafblind in the classroom and also visit with staff about the child's progress, needs, etc. An invitation to attend will also be extended to the student's parents so that we can share information and obtain helpful input from them at the same time.

If you are aware of any other student who may meet the eligibility requirements for follow-up by the Project, you can refer him or her during this visit also. To be eligible for follow-up, children must have both vision and hearing impairments, or have cognitive impairments that limit the use of both their vision and hearing. Such children are often considered to have multiple disabilities.

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If the date and time we have scheduled for your student is not convenient, please contact our office at the Department of Education as soon as possible so that we can reschedule the visit and notify the child's parents.

We appreciate your cooperation in our efforts to provide services to children who are deafblind who reside within our state. If you have any questions or need additional information, you may contact either Darleen Tripcony, Family Consultant, or me in the Special Education Unit of the Arkansas Department of Education at (501) 682-4222.

Sincerely,

Barbara Haynes

Barbara Haynes, Education Consultant
Arkansas Project for Children with Deafblindness

Scheduled Date and Time: 9:00 a.m. , January 28, 1998

INITIAL CONTACT REPORT

School/Agency Contacted: _____

Address: _____

Contact Person: _____ **Position:** _____

Date of Contact: _____ **Contact's Phone Number:** _____

Teacher(s): _____

Student's Name: _____ **Student's Age:** _____

Handicapping Condition: _____

Type of Contact: _____Home Visit **Purpose:**_____Technical Assistance

_____Phone Call _____New Referral

_____Agency Referral/Contact _____Information

_____School Referral/Contact _____Follow-up

Directions to school/agency/home:_____

_____

_____

_____

_____

_____

_____

(Over)

REGISTRY
ARKANSAS PROJECT FOR CHILDREN WITH DEAF/BLINDNESS

LAST NAME: FIRST NAME:

CODE: DATE OF BIRTH:

ADDRESS:

ETIOLOGY:

VISION: HEARING:

LIVING ARRANGEMENT:

PARENT(S)/CONTACT PERSON:

ADDRESS:

PHONE:

EDUCATIONAL SETTING:

SCHOOL:

ADDRESS:

PRINCIPAL:

TEACHER: PHONE:

LEA SUPERVISOR: PHONE:

ADDRESS:

COMMENTS:

Return form to:
Arkansas Department of Education, Special Education
#4 Capitol Mall, Room 105C, Little Rock, AR 72201
(501) 682-4222

ARKANSAS PROJECT FOR CHILDREN WITH DEAFBLINDNESS
INTAKE FORM

Child's Name: _____

Age: _____ Date of Birth: ___/___/___ Sex (M/F): _____

Parent(s)' Name(s): _____

Address: _____

Phone: _____(Home) _____(Father's Work) _____(Mother's Work)

_____(Message) _____(Name/Relationship)

Siblings:

Name	Sex	Age
_____	____	____
_____	____	____
_____	____	____
_____	____	____

Etiology of Deafblindness: _____

Degree of Vision Loss: _____ Degree of Hearing Loss: _____

Other Impairments: _____

School: _____ Phone: _____

Address: _____

Educational Setting: _____Regular Classroom _____Self-contained Classroom

_____Resource Room _____Homebound _____Separate Day School

Teacher: _____ Principal: _____

Special Education Supervisor: _____

Other Involved Resources/Agencies: _____

_____

(Over)

Medical Information Resources (Vision, Hearing and Medical Assessments):

Vision: _____ Hearing: _____

_____ _____

_____ _____

Doctor: _____ Doctor: _____

_____ _____

_____ _____

Hospital: _____ Hospital: _____

_____ _____

_____ _____

Request(s) for Information: _____

_____

Additional Comments: _____

_____

Directions to Home: _____

_____

_____

_____

****

Arkansas Project for Children with Deafblindness
Arkansas Department of Education, Special Education
#4 State Capitol Mall, Room 105C
Little Rock, AR 72201
Attention: Darleen Riley Tripcony, Family Consultant
Phone: (501) 682-4222
Fax: (501) 682-4313
E-Mail: dtripcon@arkedu.k12.ar.us

Arkansas Project for Children with Deafblindness
Room 105-C, #4 State Capitol Mall
Little Rock, AR 72201

Technical Assistance Request Form

Person Requesting TA: _____

Position/Title: _____

School District/School: _____ **Phone:** _____

Address: _____

Requesting Technical Assistance in the Area of:

_____ syndromes
_____ dual sensory impairments
_____ functional curriculum
_____ communication
_____ behavior issues
_____ strategies for inclusion in the least restrictive environment
_____ multiple disabilities
_____ community-based instruction
_____ parent/family involvement
_____ behavior issues
_____ transition
_____ other _____

State the outcomes that you wish to receive for yourself, your staff or a specific student (what <u>changes</u> you would like to see occur during the school year).

_____
_____
_____
_____
_____

Student to Benefit: _____ **Age:** _____

<u>Disability: (Check all that apply)</u>

____ Deafblindness
____ Developmental Delays
____ Orthopedic Impairment
____ Traumatic Brain Injury
____ Mental Retardation
____ Speech & Language Impairment
____ Other _____
____ Emotional Disturbance
____ Autism
____ Seizure Disorder
____ Multiple Disabilities
____ Other Health Impaired
____ Learning Disabilities

Major Causes of Student's Deafblindness:

____ Down Syndrome
____ Trisomy 13
____ Fetal Alcohol Syndrome
____ Microcephaly
____ AIDS
____ Rubella
____ Toxoplasmosis
____ Encephalitis
____ Meningitis
____ Usher's Syndrome
____ CHARGE Association
____ Hydrocephalus
____ Prematurity (sole cause)
____ Herpes
____ Syphilis
____ Asphyxia
____ Head injury/trauma
____ Stroke

Mobility: (Check all that apply)

____ Crawling
____ Wheelchair
____ Cane
____ Walking
____ Braces/Splints
____ Trailing

Communication Interactions: (Check all that apply)

____ Verbal - using words
____ Sign Language - using system of hand and arm gestures
____ Photographs & Pictures - using visual representation or images
____ Representational Objects - using objects to depict real objects or activities
____ Graphic System - using a method of symbols
____ Vocal - using sounds and utterances produced by voice (no words)
____ Affect - displaying a feeling or emotion
____ Tactual - using touch
____ Gestural - using movement of limbs or parts of the body
____ Body Movement - general motion of body such as leaning, pulling away, or swaying
____ Physiological - displaying functions of body such as alertness or muscle tone
____ Visual - using sense of light

Related Services Received (Check all that apply):

____ Speech Therapy
____ Physical Therapy
____ Occupational Therapy
____ Orientation & Mobility Training
____ Interpreter
____ Other

Current Placement:

____ Full-time special education _____ Self-Contained _____ Resource Room
____ Part-time special education classroom_____ Self-Contained _____ Resource Room
____ General education classroom _____ Full-time _____ Part-time
____ Other _____

Technical Assistance Data Form

Staff: _____

Date	Contact Person / Agency	# of professionals	# of paraprofessionals	# of family members	# of consumers/peers	Consultations: on-site consultation	Consultations: telephone	Consultations: other	Training: presentations	Training: mentor teachers	Training: family	Information/Referral: meetings	Information/Referral: dissemination of products (newsletter, vdeotape, etc)	Information/Referral: resource material	Information/Referral: referrals	# of Hours	Content Area (number) example: 3a

Content Areas

1. Adult Services
2. Advocacy/protection/legal
3. Assessment (individual)
   a. auditory
   b. classroom/ecological
   c. cognitive
   d. educational
   e. functional
   f. psycho-social
   g. sensori-motor
   h. vision
4. Assistive devices
5. Audiology
6. Behavioral issues/managmnt.
7. Blindness/visual impairments/low vision
8. Community integration/living
9. Conceptual development
   a. cognitive
   b. developmntl.
   c. sensori-motor
   d. play
   e. education
10. Deaf-Blind culture
11. Deafness/hearing loss
12. Early indent./interv./child find
13. Educational programs/teachers/ curriculum
14. Employment
    a. employer info.
    b. job development
    c. job placement
    d. job training
    e. work adjustment
15. Federal funding/sources
16. Independent living
17. Interagency collabor.
18. Interpreters
19. Language/communical.
    a. assessment
    b. communicat systems
    c. development
    d. theories/training
20. Medical issues/health educa./genic counsel.
    a. etiologies
    b. general
    c. medically fragile
    d. hearing
    e. vision
21. Mental health/counseling/substance abuse
22. Motor develop./sensory integration/ stimulation
23. Occupational therapy
24. Orientation & mobility training
25. Parenting/family
    a. support serv.
    b. future plann.
    c. guardianship
    d. ed./advoc. training
    e. sibling issues
26. Peer & natural support
27. Personnel recru./training
28. Physical therapy
29. Post secondary education
30. Program evaluation
31. Recreation & leisure
32. Self advoc/determination
33. Sex education
34. Social skill training
35. Statistics/demographics
36. Transition plan./training
37. Transportation
38. Volunteer recruitment/training

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ARKANSAS PROJECT FOR CHILDREN WITH DEAF/BLINDNESS

CONTACT/TECHNICAL ASSISTANCE REPORT

School/Agency: _____

Student's Name: _____ **Student's Age:** _____

Contact Person: _____ **Position:** _____

Date of Contact: _____ **Contact's Phone Number:** _____

Type of Contact: **Purpose:**

_____ School/Home Visit _____ Technical Assistance

_____ Phone Call _____ New Referral

_____ Agency Referral/Contact _____ Information

_____ School Referral/Contact _____ Follow-up

Number of Brochures Disseminated: _____ Annual Census _____ Project Information

Topics of Assistance Provided:

_____ Vocational _____ Transition _____ Exemplary Practices

_____ Inclusion _____ Technology _____ Communication

_____ Resources _____ AR-SAFAK _____ Medical Needs

_____ INSITE _____ Behavior _____ Functional Curriculum

_____ Mealtime _____ Collaboration _____ Instructional Strategies

_____ Self-Help _____ Parent Rights _____ Functional Assessments

_____ Etiologies of Deaf/Blindness _____ Recreation/Leisure

_____ Definition of Deaf/Blindness _____ Adaptive Materials

(Continued)

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_____ Orientation/Mobility _____ Positioning

_____ Agency Policies and Eligibility Requirements

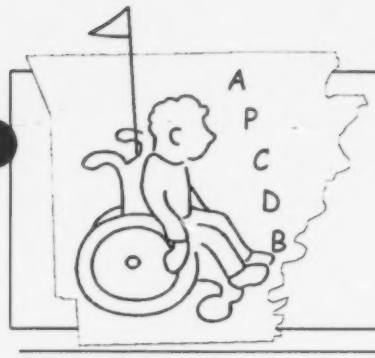
_____ Infusing Instruction Into Daily Activities

_____ Identification of Children with Deaf/Blindness

_____ Other _____

Comments: _____

Arkansas Project for Children With Deafblindness



DB Connection

A Newsletter for Teachers of Children with Deafblindness/Multiple Disabilities

Volume II, Issue 1 February, 1999

Regional Team Training in "Best Practices" Held in Eureka Springs

The first two-day training for teams of teachers, parents, and service providers of students with deafblindness who are currently listed on the Arkansas Deafblind Registry was held in Eureka Springs on September 29 and 30. The training was sponsored by the Arkansas Project for Children with Deafblindness, in collaboration with the National Technical Assistance Consortium for Children and Young Adults (NTAC) and the Arkansas Networking Consortium for Deafblindness.

Teams from Fort Smith, Mountain Home, Clinton, and the Arkansas School for the Deaf received training in best practices associated with educating students with deafblindness, ages 5-21. Each team consisted of general and special education teachers, administrators, parents, and related services personnel involved in the educational programming of a student who is listed on the Deafblind Registry.

Communication specialist, Barbara Miles, and Teresa Coonts, NTAC Education Technical Assistance Specialist, provided training in communication strategies and student-centered planning for over forty participants.

DB CONNECTION
A Project of the Arkansas Department of Education
Special Education Unit
Phone: (501) 682-4222
Ms. Barbara Haynes
Project Coordinator/Education Consultant

How Do I Teach a Child with Deafblindness?

Children with deafblindness are imprisoned in their own bodies. Their body is their whole world. They can quickly become experts at self-stimulation, and the longer they remain unstimulated by the outside world, the more they will withdraw into themselves.

The most important concern to these students is personal safety. Everything strange and different becomes something that may hurt them. It is easier to withdraw into themselves where they know they are safe. If these students have someone with them that they have learned to trust, they can venture forth and explore the outside world with confidence.

For this reason it is vitally important for a child with deafblindness to develop a relationship or bond with you. Without this bonding relationship a child with deafblindness will be resistive to learning appropriate behaviors.

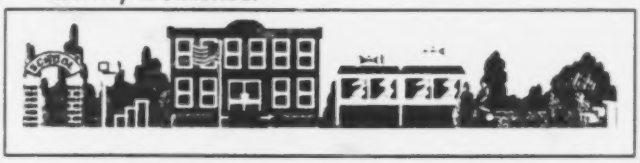
Learning will not occur in a group activity or during one or two scheduled periods each day. Learning will occur only when a familiar person interacts with the student, lesson after lesson after lesson-through successful repetition of routines.

Students with deafblindness will always need one-to-one ratios for new learning activities. As skill levels improve, they can become more independent and enjoy more things in the world around them.

Why Do Students with Deafblindness/Multiple Disabilities Need a Routine?

Students with deafblindness require consistency and repetition in order to learn. A routine is a teaching strategy designed to increase the level of participation in activities for students who require consistency and repetition. Any activity can be developed into a routine. An activity is not a routine unless it meets the following criteria:

- ✓ There is a clear signal to the student that the activity is starting.
- ✓ The steps of the activity occur in the same sequence every time.
- ✓ Each step is done in the same way each time (same materials, same person, same place).
- ✓ Assistance is given the same way each time until the student is ready for a lower level of prompt.
- ✓ The pacing of instruction is precisely maintained until the activity is finished (no side conversations, going off to get something you forgot, or spontaneously adding new or different steps that won't happen the next time the activity is done).
- ✓ There is a clear signal to the student that the activity is finished.



What Do Routines Look Like?

Mealtime is a good activity to develop into a routine because it usually happens three times a day. Opportunities to practice a specific skill are frequent. Here is a sample activity routine that meets the above criteria.

1. Student gets spoon from calendar box to begin activity.
   Target skill: Tactual exploration of objects in calendar box to recognize spoon.

2. Take spoon to eating area.
   Target skill: Maintain grasp, intentional release.

3. Give spoon to adult to request meal.
   Target skill: Use object to request.

4. Eat.
   Target skill: Manipulate spoon for Scooping.

5. Put spoon in washtub at dish window to end activity.
   Target skill: Maintain grasp, intentional placement.

For additional information or help in setting up schedules and routines for your students with dual sensory or multiple disabilities, contact Barbara Haynes, Education Consultant with the Deafblind Project, at 501-682-4222.

Why Are Routines Worth the Trouble?

Routines are so powerful because the student learns what he is supposed to do on each step of the routine. Many students are able to learn new skills and participate at higher levels when this strategy is used because routines provide:

- **Predictability**: "I know what is going to happen from start to finish."
- **Consistency**: "I know what I am supposed to do."
- **Anticipation**: "When you do that, I know what to get ready for."
- **Practice**: "I remember what I did last time and I can try to do more this time."

> "Tell me and I will forget.
> Show me and I may not remember.
> Involve me and I will understand."
> - Native American Expression

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What is the Arkansas Project for Children with Deafblindness?

The Arkansas Project is a federally funded program serving individuals from birth through age 21 with deafblindness. The Project provides training, technical assistance and information to teachers, families, service providers and others who work with these individuals.

What Services are Provided by the Project?

- Technical assistance/on-site consultation
- Inservice training/workshops
- Annual parent workshop
- Lending library of resource materials and publications for educators and families
- Dissemination of information regarding deafblindness
- Maintenance of a census of children birth through age 21 who have been identified as deafblind
- Publication of newsletters for teachers and families

Who is Eligible for Project Services?

Are you "in the dark" about who qualifies as a dual sensory impaired student? Why you should report them as deafblind to our Project? How do you report students to the Project? If so, you are not alone.

The information on the 1999 Child Count has just been mailed out. If you are involved in completing this form please keep in mind that most people who are deafblind are not totally blind and totally deaf. There is tremendous variety in the degrees of vision and hearing loss, and a real range of individual abilities. A person is considered to have a dual sensory impairment for purposes of receiving services from the project if: they have **both** a documented vision **and** a documented hearing impairment ranging from mild to severe; **or**, they function as if they have **both** a hearing **and** vision loss, based upon inconsistent responses to auditory and visual stimuli in the environment or during hearing and vision evaluations.

By reporting a child to the Arkansas Deafblind Project Census, you, the service provider, the child, and his or her family are eligible for services from the project. These services include: site-based and child focused consultations, family retreat weekends and support activities, help with the development of educational strategies, transition, and information from our resource materials center.

If you are still "in the dark" contact:
Darleen Tripcony at 501-628-4222 or e-mail dtripcondy@arkedu.k12.ar.us with your Census questions.

Lending Library

We have many books, videos, and articles that are available on loan to you. Topics of interest include information on communication methods, behavior and transition. These materials are for loan to families and teachers. If you would like more information call us at 501-682-4222.

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UPCOMING EVENTS

- **"What They Didn't Tell you about Educating Students with Severe Disabilities"** - An overview of instructional strategies, curriculum structure, and components of a functional curriculum. Southeast Arkansas Co-op, Monticello - February 25, 1999
  Contact Susan Plegge, Easter Seals Outreach Program, 501-227-3770
- **"Through a Child's Senses"** Arkansas School for the Blind, Woolly Auditorium - March 1, 1999 at 9:00-3:00. Contact Luanne Blaylock at 501-955-3570 or Janie Humphries at 501-296-1815. This free workshop will focus on how children interact with the environment through their senses and will give an overview of children's behavior when their senses do not function in typical ways.
- **NTAC Regional Team Training - "Best Practices Associated with Educating Students with Deafblindness"** - Hot Springs - April
  Contact Barbara Haynes at 501-682-4222
- **Deafblind Project Parent Training** - April 23-24 in Little Rock. Contact Darleen Tripcony or Barbara Haynes at 501-682-4222
- **Arkansas Schools Are For All Kids (SAFAK Training)** - February 10-11: Springdale, February 17-18: Little Rock, and March 30-31: Fort Smith. Contact Lisa Johnson, Arkansas Special Ed. Resource Center at 501-663-3835

RECOMMENDED WEBSITES

- **DB-Link** is the national information
- clearinghouse on children who are deafblind. It is a federally funded information and referral service that identifies, coordinates, and disseminates information (at no cost) related to children and youth who are deafblind (ages 0 to 21 years).
- **NORD (National Organization on Rare Disorders)** is a clearinghouse for information about rare disorders and to network families with similar disorders together for mutual support. www.rarediseases.org/
- **Deaf-Blind Perspectives** www.tr.wosc.osshe.edu/tr/dbp
- **Helen Keller National Center** www.helenkeller.org/national/index.htm
- **Teaching Research Division Home Page** www.tr.wou.edu/
- **NICHCY** is the national information and referral center that provides information on disabilities and disability-related issues.
  www.nichcy.org/

Arkansas Project for Children with Deafblindness
Arkansas Department of Education
Special Education Unit
#4 State Capital Mall, Room 105-C
Little Rock, AR 72201

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Arkansas Project for Children with Deafblindness

PROJECT TIDINGS

A Newsletter for Families of Children With Deafblindness

Volume III, Issue 1 **February, 1999**

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Little Rock, AR 72201
Phone: 501-682-4222
Fax: 501-682-4313
Barbara Haynes
Project Coordinator/Education Consultant
Darleen Riley Tripcony
Family Consultant/Newsletter Editor

This newsletter is a publication of the Arkansas Project for Children With Deafblindness, a federal project administered through the Arkansas Department of Education, Special Education. Funding for the Project is from the US Department of Education, Office of Special Education Programs, IDEA Part C.

Project Staff Participate in MAPS Sessions for Students

Barbara Haynes and Darleen Riley Tripcony, Project staff, have participated in several McGill Action Planning Sessions (MAPS) for students in the last several months. They have assisted Rose Merry Kirkpatrick and Lynn Springfield, of the Arkansas Special Education Resource Center, in facilitating the sessions for students in both elementary and middle school settings.

MAPS enable the IEP team, with the assistance of the student's classmates, family members and friends, to identify the student's strengths, dreams and abilities. From there, the facilitator leads the group to identify the areas in which the student will need some assistance to attain those dreams, and how his or her classmates, family members and school staff can assist in that process.

The MAPS sessions involves the classmates of the student with disabilities in looking at him or her as a member of the class, who really is more like them than different. They begin to see ways they can support that student as a member of their class, as well as seeing what the student has to offer them.

Once the MAPS is completed, the IEP team should be able to use it to identify some goals for the student, supports that are in place to meet those goals, and how the student's classmates and friends can participate in helping the student achieve those goals.

The end result, hopefully, is that the student with disabilities is a contributing member of the general education community with friends who enable him or her to participate as fully as possible.

Project staff are hoping to videotape some MAPS sessions for students who are deafblind. If you are interested in a MAPS sessions for your child, please contact either Darleen or Barbara at 501-682-4222.

National Sibling Support Project Offers Resources for Brothers and Sisters

The Sibling Support Project is a national program dedicated to the interests of brothers and sisters of people with special health and developmental needs. The Project's primary goal is to increase the availability of support and education programs for brothers and sisters.

The Sibling Support Project has produced a variety of materials for siblings and family members. They include:

Sibshops: Workshops for brothers *and sisters of children with special needs,* 1994, by Donald J. Meyer and Patricia F. Vadasy (Baltimore: Paul H. Brookes).

Living with a brother or sister with special needs: A book for sibs, 1996, by Donald Meyer and Patricia Vadasy

Uncommon Fathers: Reflections on raising a child with a disability, 1995, by Donald Meyer

Views From Our Shoes: Growing up with a brother or sister with special needs, 1997, by Donald Meyer

All four of these materials are available at Barnes and Noble Bookstores.

Other resources include *the National Association of Sibling Programs (NASP) Newsletter*, The Sibling Support Project, CL-09, Children's Hospital and Medical Center, 4800 Sand Point Way, NE Seattle, WA 98105; Sibling Support Project Web Page: http://www.chmc.org/departmt/sibsupp; and the *SibNet* and *SibKids Listservs*, email-type bulletin boards for brothers and sisters of all ages and others interested in the well-being of siblings.

For a free subscription, visit the Sibling Support Project Web Page, or contact the Sibling Support Project. The Sibling Support Project receives funding from the US Department of Education, Office of Special Education, Personnel Preparation Program.

For more information about SibShops and the Sibling Support Project, contact:

Donald Meyer, Director
The Sibling Support Project
Children's Hospital and Medical Center
PO Box 5371, CL-09
Seattle, WA 98105
Or:
Phone 206-368-4911, fax 206-368-4816 or email dmeyer@chmc.org.

Sib to Sib! - A Newsletter for Brothers and Sisters

Sib to Sib! is a newsletter for brothers and sisters of children with disabilities. Written, edited and published by the Sibling Support Project in Lynnwood, Washington, the newsletter features articles written by and for brothers and sisters of kids with special needs.

For those of you who are online, a Web version of the *Sib to Sib!* newsletter is available at <http://www.chmc.www.chmc.org/departmt/sibsupp/newsletters.htm>

Currently *Sib to Sib!* is free. To subscribe, contact Rhoda Berlin, Little Red School House, PO Box 992, Lynnwood, WA 98104.

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International Annual Cornelia de Lange Syndrome Conference Set

The 20th annual international conference for the families of children with Cornelia de Lange Syndrome will be held June 24 – 27 at the Doubletree Hotel in Dallas, TX.

Cornelia de Lange Syndrome (CdLS) is a genetic disorder that causes mental, physical and developmental delays. Each year, child care for the children with CdLS is provided by members of Girl Scout Troop 905-959 from Bogata, NJ.

For more information about CdLS or the upcoming conference, call the CdLS Foundation at 800-223-8355.

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CHARGE Into the New Millennium!

The CHARGE Association Conference is scheduled for July 23 – 25 in Houston, TX. For information on the conference, contact 800-442-7604 (for families only) or 573-499-4694 (for professionals only) or email at mnorbury@mail.coin.missouri.edu.

Coalition Offers Statewide Network for Parents

A coalition of agencies supporting families of children with disabilities has developed the Arkansas Parent Support and Information Network. The statewide network works to empower parents through education and teamwork, to ensure the success of their children in school, home and community.

The three agencies involved are the Arkansas Disability Coalition, Focus, Inc. and Family Support Services. Together, they offer assistance through information, training and support to parents of children with disabilities.

- Information:
  Understanding child development
  Finding appropriate services
  Knowing your legal rights and responsibilities
  Investigating options for transition after school
- Training:
  Developing self-advocacy skills
  Communicating with teachers and administrators
  Promoting life-long success for your child
  Understanding IDEA and related laws
- Support:
  Finding someone to talk with and learn from
  Having a friend attend school conferences with you
  Meeting other parents in your community with similar concerns
  Knowing someone will be there for you

For more information, contact one of the Program Coordinators for the network:

- Wanda Stovall, Arkansas Disability Coalition
  Little Rock, AR
  1-501-221-1330, Voice or TDD
  1-800-223-1330 (outside Pulaski County)
- Ramona Hodges, Focus, Inc.
  Jonesboro, AR
  1-501-935-2750
- Lynn Stanberry, Family Support Services, Inc.
  Bentonville, AR
  1-800-748-9768

Communication:

What is my child trying to tell me?

Some children with deafblindness, or dual sensory impairments, cannot express some or all of what they want to say through speech, sign language, fingerspelling, writing or gestures.

When children cannot express themselves in these traditional ways, they often choose others ways of expression. The child will choose the way that is easiest to get his or her message across.

This expression is communication. The child may communicate through facial expression, body movement, posture, vocalization, crying, tantrums or other means.

These reactions are frequently seen by parents and/or professionals as behaviors that need to be eliminated. In fact, the child is trying to communicate and becomes more and more frustrated when his communication is misunderstood. If, instead, the child's attempt to communicate can be acknowledge and expanded, difficult behaviors may begin to decrease.

Points to Remember:

1. Look at all of the child's behavior as an attempt to communicate.
2. Be sure to eliminate any medical problems the child may have.
3. Attempt to understand the child's communication efforts.
4. Teach the child a more acceptable way to communicate what he or she has to say, after showing you understand the effort.

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The information contained in this article is from the California Deaf-Blind Services. The purpose of this article is to give general information on a specific topic. More specific information for an individual student can be provided through individualized technical assistance. For more information, contact Darleen Riley Tripcony, Family Consultant, or Barbara Haynes, Education Consultant, at the Arkansas Project for Children with Deafblindness in Little Rock at 501-682-4222.

Project Provides INSITE Training

The Arkansas Project for Children with Deafblindness, in collaboration with several other agencies, offered the INSITE training to 24

participants in October and November. INSITE was developed to train Parent Advisors who work in the home with the families of children birth to five who are deafblind.

The training is offered annually through the collaborative efforts of the Arkansas Department of Education Deafblind and Early Childhood programs, Arkansas School for the Deaf, North Little Rock School District and Developmental Disabilities Services.

The training targets Early Childhood and Early Intervention service providers who work in the home with families. Among the topics presented are communication, vision, hearing, motor problems and working with families.

The INSITE committee is currently planning for the 1999 training this fall. For information, contact Barbara haynes or Darleen Riley Tripcony, Project consultants, at 501-682-4222.

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Interagency Group Working on Transition Policy for Deafblind

Project staff have been participating on an interagency committee working to develop a transition plan for a student at Arkansas School for the Deaf. The 17-year-old student has been in the school's Deafblind Program since the age of 7.

The anticipated outcome of the committee's efforts is the development of an effective transition policy for students who are deafblind. Because of the many unique needs of these students, it requires a multi-agency approach to provide the services necessary to support them in the community

Among the many agencies working together to develop the transition policy are the Project, Arkansas Schools for the Deaf and for the Blind, Developmental Disabilities Services, Wynne School District, Office for the Deaf and Hearing Impaired, Division of Services for the Blind, Goodwill Industries and the Arkansas Transition Project.

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Annual Federal Cenus Is Due This Spring

The annual census of children identified as deafblind will be due in Washington this spring. The census materials were disseminated to superintendents, special education supervisors, early childhood coordinators, day service center directors and education cooperative directors last month via the Arkansas Department of Education (ADE)'s web page.

The federal census requires a variety of information be submitted on each child identified as deafblind by the Arkansas Project for Children With Deafblindness. There are currently 125 children listed on the Arkansas Registry of children identified as deafblind statewide from birth through the age of 21.

In order to be listed on the state Registry, children must meet the definition of deafblindness. This includes a wide range of disabilities, from children who have only vision and hearing impairments, to children who have multiple disabilities, including brain dysfunction that impairs their ability to use the vision and hearing they have.

Children who might be considered deafblind should be referred to the Project so that Project staff can determine if they are eligible for follow-up by the Project. Among the services available through the Project are onsite consultation with classroom teachers or other service providers, parent networking, an annual parent training, and access to the Project's resource library materials.

To refer a child to the Project, contact Darleen Riley Tripcony, Project Family Consultant, or Barbara Haynes, Project Education Consultant, at 501-682-4222.

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db connection

A Newsletter for Teachers of Students with Deafblindness/Multiple Disabilities

Volume 1 Issue 2 May 1998

Annual Parent Training Held in Little Rock

Targeted case management, support for the parent group and tools to help parents write IEPs were the topics presented at the annual parent training of the Arkansas Project for Children with Deafblindness, held May 1 and 2, at the AmeriSuites Hotel.

Phillip Pengelly, School-age Services Coordinator for the Arkansas Easter Seal Society, Wanda Stovall, Director of the Arkansas Disability Coalition, and Dr. Lynn Springfield, consultant for Students with Severe Disabilities for the Arkansas Special Education Resource Center (ASERC), were guest speakers. Respite care and babysitting services were provided for children throughout the 2-day training while their parents attended meetings.

If you know of a parent of a student with a dual sensory impairment and/or multiple disabilities who would be interested in joining a parent support group please contact Darleen Tripcony, Family Consultant with the Deafblind Project, at (501) 682-4222.

Inside This Issue

2 Overcoming Helplessness

2 What is Your Student Trying to Tell You?

2 Making Changes in Routines

3 What is the Deafblind Project?

3 What Services are Provided by the Project?

Training to Begin This Fall In Best Practices

Regional Trainings, beginning in September, 1998, will be offered for the first time to teams of teachers, parents and service providers of students with deafblindness who are currently listed on the Arkansas Deafblind Registry. This training is being sponsored by the Arkansas Project for Children with Deafblindness, in collaboration with the National Technical Assistance Consortium for Children and Young Adults (NTAC) and the Arkansas Networking Consortium for Deafblindness.

Three teams will be selected in June to become a resource team surrounding one student who is listed on the Deafblind Registry. These teams may consist of general and special education teachers, administrators, parents, related services personnel, or others involved in the child's educational programming. Teams will be trained in best practices associated with educating students with deafblindness and will serve as resources to other area service providers, families and teachers.

The first 2-day training for teams will be held on September 29 and 30, 1998 at Eureka Springs. Trainers will be nationally known consultants as well as NTAC staff.

If you are interested in applying for training and have not received an application form, contact your LEA or Barbara Haynes, Education Consultant for the Deafblind Project, at (501) 682-4222.

Special Show '98: New Ideas on the Horizon, August 12 & 13, Statehouse Convention Center. Sponsored by the Arkansas Dept of Education, Special Education: For more information please call: (501) 682-2222

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Overcoming Helplessness:
Hands-On Problem-Solving Skills
For Children with Deafblindness

Problem-solving skills give children independence and the ability to adapt to different situations, materials, persons and environment and allow them to participate more meaningfully in activities of everyday life. They also increase self-confidence and motivation.

Some effective ways these critical skills can be promoted in normal daily routines are:

- Increasing opportunities for children to perform or actively participate in even the most mundane tasks (e.g., wiping face with cloth, searching for coat, unwrapping candy, putting used napkin in trash) rather than doing it for them because it is quicker or easier.

- Using familiar items (e.g., comb, milk container, liquid soap dispenser, light switch, music, cassette box, candy wrapper) to teach exploration, access to, and use of objects. Increased experience with everyday items provides natural opportunities to use problem-solving skills in meaningful ways.

- Thinking about basic routines as problems to be solved (such as holding a hair brush the right way, inserting a straw into a cup, or turning a doorknob) increases opportunities for helping children gain cognitive skills.

- Teaching the same skill in different routines. Taking a cookie out of a jar, a toy chest, and a sandwich out of a bag are examples of the same basic skill, but knowing how to do one does not mean that the child who is deafblind knows how to do the other.

- Challenging the child to increase problem-solving skills. Having mastered the basic skill (e.g., walking to a slide from 2 feet away), the child can draw upon his or her experience to attempt the same task under different or more difficult conditions (e.g., locating the slide from a greater distance or from a different starting point).

What is Your Student With Deafblindness Trying to Tell You?

When students with dual sensory impairments cannot express themselves through speech, sign language, fingerspelling, writing or gestures, they often choose other ways to get their message across. The student may communicate through facial expression, body movement, posture, vocalization, crying, tantrums, etc. These reactions are frequently seen by parents and teachers as behaviors that need to be eliminated, when in fact the student is trying to communicate and becomes more and more frustrated when his communication is misunderstood. If the student attempt to communicate can be acknowledged and expanded, difficult behaviors may begin to decrease.

Points to Remember:

- Look at all of the student's behavior as an attempt to communicate.

- Be sure the student has had medical problems ruled out.

- Attempt to understand the student's communication efforts.

- Teach the student a more acceptable way to communicate what he has to say, after showing you understand the effort.

Behaviors that may Indicate a Hearing Impairment

Does the child...

- fail to react to loud noises?
- frequently ask to have things repeated or follow directions incorrectly?
- seem confused when verbal directions are given in noisy environments (cafeteria)?
- have difficulty locating the sources of sounds?
- fail to recognize and respond to words or common home noises (telephone, doorbell, television)?
- Understand better when looking directly at speaker?

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What Is the Arkansas Project for Children with Deafblindness?

The Arkansas Project for Children with Deafblindness is a federally funded program serving individuals from birth through age 21 with deafblindness. The Project provides training, technical assistance and information to educators, families, service providers and others who work with these individuals.

What Services are Provided by the Deafblind Project?

- ✓ Training based on local needs and request
- ✓ Technical assistance/on-site consultation by request
- ✓ Lending library of videos and publications for professionals and families
- ✓ Annual parent workshop
- ✓ Dissemination of information regarding deafblindness
- ✓ Maintenance of a census of children birth through age 21 who have been identified as deafblind

Who is Eligible for Project Services?

❑ Students who have:

- both vision and hearing impairments;
- both vision and hearing impairments and an additional learning and/or language disability;
- been diagnosed as having a degenerative disease that will affect both vision and hearing, such as Usher's Syndrome or Charge Association; or
- have multiple disabilities and exhibit inconsistent responses to visual and auditory stimuli (functionally deafblind).

❑ Teachers and service providers serving at least one person with deafblindness.

❑ Parents, family members and care providers of individuals with deafblindness.

If you know of a child who may be eligible for the Deafblind Registry, please contact Darleen Tripcony at (501) 682-4222

Making Changes in Routines

Children with deafblindness, like others, often resist changes in their routines. They may be frightened, angry, or refuse to participate in the new activity. To help your student accept and understand what will happen next, you can do the following:

1. Develop signals which let her know what to expect. For example, you can have the child smell food being prepared and can touch the child's hand or mouth with a spoon to let her know mealtime is coming. Be sure to do this before moving her to the table, so she will know why and where she is going.

2. Have the child carry an object with her as she moves to the next activity. The object should represent that new activity. This will give her time to think about what she will be doing.

3. Be sure to introduce new care providers or teachers to the child, so she knows whom she is working or playing with at all times.

You cannot prepare the child for every change that might occur. Whenever possible give the child time to prepare for changes to help her feel comfortable and to develop trust.

Adapted from Stember-White, S., Chen, D., Watts, J., 1992, Developing Social-Emotional Skills, INSITE, Utah State University, Logan, Utah.

db connection

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Barbara Haynes, Education Consultant
Darleen Tripcony, Family Consultant

Mark Your Calendars

The following regional workshops on educational programming for students with severe disabilities will be offered during the 1998-99 school year by the Arkansas Department of Education, Special Education Unit. These one-day workshops are intended for teachers and other school district personnel who work with students with severe disabilities, multiple disabilities, deafblindness, mental retardation, or autism. Need information? Call Barbara Haynes at (501) 682-4222 or your Special Ed. Supervisor.

"What They Didn't Tell You About Educating Students with Severe Disabilities"- An overview of instructional strategies, curriculum structure, and components of a functional curriculum.

September 29 , 1998 – Helena November 13, 1998 – Melbourne February 25, 1999 – Monticello

"Ain't Misbehavin': Behavior Analysis of Students With Severe Disabilities" – An analysis of communicative, sensory and behavioral issues, and teaching social skills to students with severe disabilities.

December 4, 1998 – Beebe March 9, 1999 – Harrisburg

"Parent/School Teaming" – Ideas for communicating with parents, increasing parent involvement in school activities and IEP process. The MAPS process will be presented as an inclusion strategy for building parent, student, teacher and administrative support for students with severe disabilities.

December 10, 1998 – DeQueen February 4, 1999 – Plumerville

"Who, What, When, Where, Why and How" – Curriculum considerations and modifications for students with severe disabilities in general education settings.

January 14, 1999 – Little Rock January 27, 1999 – Pine Bluff

"Down Time: Symptom of a Dysfunctional Curriculum" – Ideas on avoiding pitfalls of down-time and keeping students engaged in meaningful activities throughout the school day. Learn to use and make picture schedules, activity sequence cards and other scheduling tools.

September 23, 1998 – Hope November 24, 1998 – Fayetteville

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ADDRESS CORRECTION REQUESTED

Parlow

PROJECT TIDINGS

Volume III, Issue 2 - Arkansas Project for Children with Deafblindness May 1998

Parents Hear Information About Case Management, Energizing the Parent Group and Tools for Writing IEPs

Targeted case management, support for the parent group and tools to help parents write IEPs were the topics presented at the annual parent training of the Arkansas Project for Children with Deafblindness. The Project is administered by the Arkansas Department of Education, Special Education, which supports the annual parent training. This year's training was held at the AmeriSuites Financial Center Hotel at Little Rock.

On Friday evening, Phillip Pengelly, School-age Services Coordinator for the Arkansas Easter Seal Society at Little Rock, spoke on targeted case management. Case management services, which are funded through the Medicaid waiver, enable families to keep at home their children with disabilities who might otherwise have to move into residential settings.

Continued on page 2

INSIDE THIS ISSUE

1 Project's Annual Parent Training Held at Little Rock

1 UFOADB Parent Group Strives to Re-Organize

3 Twelve Parents Attend Annual Meeting

3 Networking Consortium on Deafblindness Formed

4 Sibling Support Is Now On-line

4 Loan Interest Rate Is 5% for Assistive Technology

Parent Group Strives to Reorganize Support and Information Network

Efforts Begin at Parent Training

A few years ago, several members of the United Family Organization for Arkansans with Deafblindness (UFOADB) met to develop a vision and action plan. The purpose of these activities was to assist the group in becoming an active system of support for the families of Arkansans identified as deafblind. (Individuals who are deafblind represent a wide range of abilities, from those who have only vision and hearing impairments, to those who have vision and hearing but cannot use it because of brain damage, to those who have multiple disabilities and may be classified as medically fragile.)

The Arkansas Project for Children with Deafblindness, because it receives federal education funds, follows children who are deafblind only through age 21. The UFOADB is separate from the Project, however, and is open to families of individuals of all ages who are deafblind.

In previous years, the UFOADB had received funds from the Hilton-Perkins Project to support its activities. The funds were used to pay for transportation, meals, lodging and respite care for members to attend up to three meetings a year; to print and mail a periodic newsletter; to reimburse parents for telephone calls in support of each other; and other supportive activities.

In recent years, the UFOADB had become less active due to the various crises and life changes everyone, including the group's officers, faces. Its members now want to regroup and become an active, supportive network for the families who participate in the group's activities. Toward that purpose, a discussion was held recently to identify strategies to energize the group. A report of that discussion is on Page 4. For more information or to offer to assist, contact Annette Eddy, president, at 870-653-6098.

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Continued from page 1

A case manager, who is selected by the family, will determine what services and resources are available to assist the family in providing for their child at home. This may include respite care, transportation or personal care, among other possible services.

According to Pengelly, it is very important to choose a case manager carefully. Ask for references from other families, service providers, case managers or agency representatives. Interview the potential case manager to determine if he/she has the same philosophies and goals as the family.

Although there has been a freeze in recent years on adding individuals to Medicaid waiver services, that freeze has now been lifted, according to Pengelly. There is still a lengthy waiting list, so families desiring services should apply as soon as possible. To apply for Medicaid waiver case management services, contact the Developmental Disabilities Services (DDS) counselor for the county in which the child resides. For information on who that counselor is, contact the County Department of Human Services office.

Saturday morning, Wanda Stovall, Director of the Arkansas Disability Coalition, facilitated a group discussion on re-vitalizing the United Family Organization for Arkansans with Deafblindness (UFOADB). Related articles are on Pages 1 and 4 of this newsletter.

Dr. Lynn Springfield presented ideas on tools for aiding in writing IEPs at the Saturday afternoon session. Springfield is the Consultant for Students with Severe Disabilities for the Arkansas Special Education Resource Center (ASERC). He discussed Parent Inventories, what they are and how to use them to write relevant, realistic goals and objectives on an IEP, building on a student's strengths as well as working on a student's weaker areas.

A Parent Inventory promotes a conversation between the parent and teacher to identify areas where a student is strong, and areas where he/she may need work. It can identify activities in which the family participates, and what skills the student needs to be able to successfully participate with the family. This may be helping with some household chores, learning how to behave appropriately at the bowling alley, or partially participating in preparing a meal. The Parent Inventory is typically completed prior to the IEP review conference.

Springfield also explained that a functional curriculum is one that is taught in the environments where the student will use the skills being taught, and teaches skills that are needed for the student to be successfully included in the environments typical for a student his/her age. Those environments typically will be home and school for younger students, expanding into the community and job sites for older students.

Such functional skills might be learning how to go from one classroom to another with the other students in the hallway without acting out, learning how to use a cup or spoon for eating in the cafeteria with the other students, learning how to sit quietly during circle time, or learning how to make choices with the use of a switch.

Another tool to use for identifying IEP goals is the MAPS process - Making Action PlanS (or McGill Action Planning System). This process helps those individuals close to the student identify his/her needs, strengths and weaknesses, and uses this information to develop an action plan for including the student with his/her same-age peers. This process is generally facilitated by two individuals who are not participants in the session but only facilitate and record it.

Springfield's presentation was well received by the parents attending. His willingness to spend his Saturday afternoon giving his presentation was certainly appreciated. ♦

ARTICLES AND INFORMATION NEEDED FOR PARENT NEWSLETTER

Debbie Ethridge, currently of Thornton, has agreed to edit the newsletter for the United Family Organization for Arkansans with Deafblindness (UFOADB).

Tentative plans are for the newsletter to be published every three months. In order for the newsletter to be more personal and as interesting as possible for parents, Debbie needs help from parents to have information to include in the newsletter. Please send articles on family events, celebrations or activities, a description of your family, or any information you would like to share to:

Ms. Debbie Ethridge
Route 1, Box 53-C
Thornton, AR 71766 ♦

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Twelve Parents Attend Project Annual Meeting

Twelve parents attended the annual parent training of the Arkansas Project for Children With Deafblindness. They came from all over the state, and represented children with a variety of abilities and of several different ages. Five children with deafblindness and three of their siblings enjoyed pizza and "happy meals" in the on-site respite care/babysitting room during the meeting.

Those parents who attended included Pat Airington of North Little Rock, whose daughter, Jamie, is 18; Jean Autry of Mountain View, who has Keith, 7, and Ashlie, 6, both of whom are deafblind; Anita and Steve Colbert of Beebe, whose daughter Holly is 9 and her sibling, Leslie, is 4; Paula and Holden Crandall of Alma, whose daughter Georgennia is 21; Annette Eddy of Texarkana and her mother-in-law, Shirley Eddy of Fouke, the mother and grandmother of Angela, who is 19, and her younger brother, Steven, 10; Debbie Ethridge of Thornton, whose son, Andrew, is 8; Jeff Nolte of Springdale, father of Jarrod, who is 14; and David and Jennifer Roberts of Black Rock, who brought Brook, 9, and her brothers Garrett, 8 and Ryan, 2.

After the Project's "official" meeting ended, some of the parents stayed a second night to catch up with each other and share some of their experiences. According to some of the parents who attended, this has often been the most beneficial part of the weekend.

The meeting was held May 1 and 2 at the AmeriSuites Financial Center in Little Rock. Several family members enjoyed the warm sunshine and outdoor pool over the weekend. (See pictures on following pages.) ♦

Thanks to our Care Givers

Many thanks to those who provided respite care and babysitting during the recent parent training – Michelle Thomas Norman, who has provided respite care for at least four parent trainings; Kim Williams, who helped out at one previous training; Reba Weaver and Lori Hunt, both first-timers; and Barbara Haynes, Project Education Consultant, who coordinated the food and activities for the kids and caregivers. ♦

Interagency Networking Consortium Established to Address Deafblind Issues and Needs

Multi-Agency Group to Provide Training for Service Providers and Support to UFOADB

Last August, a group of "stakeholders" representing a variety of agencies, consumers and families began meeting to develop a plan for addressing the issues and needs of individuals who are deafblind.

The National Technical Assistance Consortium on Deafblindness (NTAC) assisted the group. Facilitating this "stakeholders" group were Sandi Baker and Jessica Taule, technical Assistance Specialists with NTAC's Atlanta office. These "stakeholders" became the Arkansas Networking Consortium on Deafblindness.

The purpose of these "stakeholders" meetings was to develop a plan of technical assistance that would result in improved, quality services for individuals with deafblindness. By utilizing the services of NTAC, and identifying resources within the state, the consortium will address three goals:

1. Train a cadre of "mentors" around the state who will provide support and assistance to families and service providers of individuals who are deafblind.
2. Provide assistance and support to the state parent group of families of individuals who are deafblind.
3. Develop an interagency network to share information on resources, services, needs and issues surrounding deafblindness.

The consortium will meet quarterly, with the next meeting scheduled for June 3. Dennis Cummins represents adults who are deafblind, and Annette Eddy of Texarkana, president of the UFOADB, represents families on the consortium. The member agencies of the consortium include the Arkansas School for the Deaf and the Arkansas School for the Blind, the Pulaski County Early Childhood Program, Office for the Deaf and Hearing Impaired, Division of Services for the Blind, Lions World Services for the Blind, Arkansas Disability Coalition, Arkansas Department of Education, Developmental Disabilities Services, Little Rock School District, the Arkansas Transition Project and the Arkansas Employment Security Division.

For information on the activities and plans of this group, contact Bob Maxwell, Division of Services for the Blind, 501-682-0332; or Darleen Riley Tripcony or Barbara Haynes at 501-682-4222. ♦

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FIND SUPPORT FOR SIBLINGS ON-LINE AND THROUGH THE MAIL

A support chat room for siblings of individuals with deafblindness is now available on-line. Guest speakers will be available for future on-line sibchats. To join the chat group, go to http://www.gate.net/~ucp/sibchat.htm and "follow the yellow brick road." For questions, contact Marianne Tucker, Sibshop Coordinator for Tampa Bay, at ucp@gate.net or mtucker37@mindspring.com.

A mother in New York State would like penpals for the four siblings of her child with deafblindness. She hopes it will help with grammar, penmanship, friendships, stamp collecting and maybe some mutual feelings. Write to John, 12, James, 10, Maureen, 8, or Brian, 6, at 25 Woodard Road, Monroe, NY 10950. ♦

INTEREST RATE FOR REVOLVING LOAN FUND AT 5%

Loan Amounts Range from $250 to $10,000

The interest rate for the Revolving Loan Fund has been reduced to 5%, well below the current rate for conventional loans. As of November 1997, loans totaling approximately $23,018 had been approved for Arkansans to purchase adaptive equipment. Loan amounts may range from $250 to $10,000, and must be used to purchase assistive technology. The ICAN loan committee is soliciting applications and funds are available for new loans.

By law, the Revolving Loan Fund is for loans, not grants or stipends. The legislation provides that the loans must be repaid; therefore, applicants must demonstrate their ability to repay the loan. A cosigner can be used to help qualify for a loan. The money from repayment goes back into the fund, and is used to make additional loans. If a loan is not approved, the individual may apply again if there is a substantial change in their circumstances.

For information, contact ICAN in Little Rock at 501-666-8868 or 1-800-828-2799. ♦

CONGRATULATIONS!!!

Congratulations to Jarrod Nolte, 14, son of Jeff, for recently being inducted into the National Honor Society at Southwest Junior High School in Springdale! Keep up the good work, Jarrod!!! ♦

PARENT MEETING NOTES

May 2, 1998

Current Officers: Annette Eddy, Texarkana, President; Ramona Stevens, Hackett, Vice President; Paula Crandall, Alma, Secretary; Shirley Eddy, Fouke, Treasurer. New officers are to be elected in October.

What Parents Want From a Parent Group: Resources, a sense of belonging, not being alone, sharing common experiences, "specialty weekend at Camp Aldersgate at Little Rock.

Suggested Activities: Fathers' Activities - Group activity for fathers; give them ideas on activities they can do while the mothers are at the meeting, such as the zoo, museum, movies or ball games.

Newsletter - Include births, family news, deaths birthdays, "proud parent" items; published every three months; everyone is asked to send items to Debbie Ethridge to include in the newsletter.

Pamphlet – One is already designed and in the computer; Annette will print it and send it to the parents on the UFOADB mailing list for dissemination.

Survey - To determine reasons more parents don't attend the meetings; Annette has a survey prepared, which she will send to Darleen for dissemination to all parents of children identified as deafblind in the state.

Other Discussion Topics: Incorporation of the group is not necessary, as long as the Arkansas Disability Coalition can handle the grant funds.

Meeting Sites: Suggestions included specialty weekends at Camp Aldersgate, retreats at state parks or church camps, regional meetings.

Funding: There is still some money in the previous grant funds to support a UFOADB parent weekend, if the funds can be carried over into the next year. Deannine Haley of ODHI will find out if they can, and will assist Annette in writing a new grant. Wanda Stovall of Arkansas Disability Coalition will determine if her board is willing to continue handling the grant funds for the group.

Meetings: There was more attendance when the parent group's meetings were "tacked on" to ODHI's and Department of Education's annual meetings, with a third full weekend meeting scheduled by the group. ♦

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PARENTS AND KIDS ENJOY ACTIVITIES AT ANNUAL PARENT TRAINING

Page 6:

1 Steven Eddy enjoys some time in the sun and water at the swimming pool.

2. Leslie Colbert and Ashlie May enjoy the sun poolside.

3. Pat Airington of North Little Rock reviews some of the materials she received at the training.

4. Enjoying the continental breakfast at the hotel are (from left) Jean Autry of Mountain View, Jeff Nolte of Springdale, and Debbie Ethridge of Thornton/Springdale.

5. Jamie Airington attended the training Saturday with her mother.

6. Keith Autry takes a break for a little tanning time.

7. Dr. Lynn Springfield of Little Rock spoke on writing relevant goals for an IEP.

Page 7:

1. Reba Weaver of the Pulaski County Special School District works on activating a switch with Andrew Ethridge.

2. Sharing some training thoughts are Anita Colbert (seated, left) of Beebe and Debbie Ethridge of Thornton/Springdale, and Annette Eddy (standing, left) of Texarkana and Paula Crandall of Alma.

3. Enjoying their swimming time are (from left) David Roberts of Black Rock with sons Ryan and Garrett.

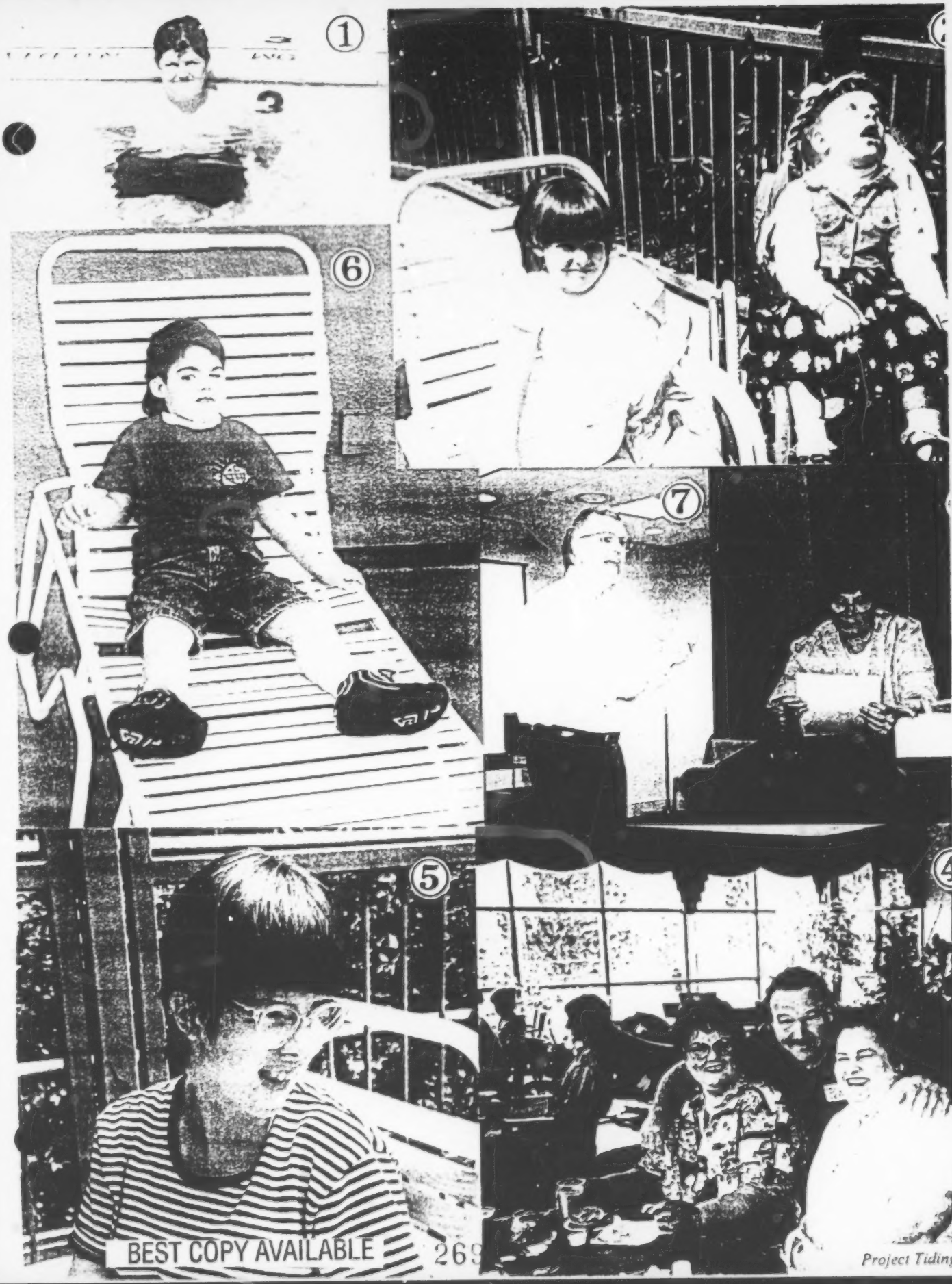
4. David's daughter, Brook, relaxes poolside.

5. Deannine Haley (left) of the Office for the Deaf and Hearing Impaired (ODHI) and Jennifer Roberts of Black Rock participate in Saturday morning's session supporting the parent group.

6. Taking a break from their respite care giving are (from left) Michelle Thomas Norman, Lori Hunt and Kim Williams, paraprofessionals with the Little Rock School District.

* * * * *

The annual parent training of the Arkansas Project for Children with Deafblindness is sponsored by the Arkansas Department of Education, Special Education, Diane Sydoriak, Assistant Director.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Project Tiding

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Project Tidings

Vol. III No. 1
January, 1998

A Newsletter for Parents of Children with Deafblindness

Tips for "Taking Time for Yourself" in 1998

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Project Tidings
Arkansas Project for Children with Deafblindness
Arkansas Department of Education, Special Education

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Published in collaboration with the United Family Organization for Arkansans with Deafblindness
Annette Eddy, President

Beginning a New Year Is Time to Take Stock of Life

The beginning of a new year is always a good time to take stock of one's life and see what changes one wants to make to improve the quality of life for one's self and one's family. Taking care of one's self should be near the top of the list, but all too often gets shoved to the bottom.

The following 10 tips for caregivers was developed by the National Family Caregivers' Association and was presented at "Taking Time for Yourself," the annual meeting of the New York Parent Network. It is excerpted from the group's 1997 newsletter.

1. Choose to **take charge** of your life, and don't let your loved one's disability or illness always take center stage.
2. Remember to **be good to yourself**. Love, honor and value yourself. You're doing a very hard job and you deserve some quality time, just for you.
3. **Watch out** for signs of depression, and don't delay in getting professional help when you need it.
4. When people offer to help, **accept the offer** and suggest specific things that they can do.
5. **Educate yourself** about your loved one's condition. Information is empowering.
6. There's a big difference between caring and doing. **Be open to technologies and ideas** that promote your loved one's independence.
7. **Trust your instincts**. Most of the time they will lead you in the right direction.
8. Grieve for your losses, and then allow yourself to **dream new dreams**.
9. **Stand up for your rights** as a caregiver and a citizen, especially when dealing with public agencies.
10. **Seek support** from other caregivers. There is great strength in knowing you are not alone.

Two book titles were shared for parents' reading lists at the annual meeting. They are Share the Care: How to Oganize a Group to Care for Someone Who Is Seriously Ill, by Cappy Capossela (Simon and Schuster, 1995) and A Book for Caregivers by Rosalynn Carter (Random House, 1994).

+++

Parent Group Hopes To Revitalize Membership

The United Family Organization for Arkansans with Deafblindness (UFOADB) hopes to reactivate the group and revitalize its membership. In an effort to generate interest and assistance, Annette Eddy, UFOADB president, help a short meeting in September with parents who attended the annual parent training of the Arkansas Project for Children with Deafblindness, held at Little Rock.

Ms. Eddy, as do many parents, works full time and has a family to care for. Although she has tried to maintain an active group through newsletters and contacts, the task has proved to be overwhelming to her. She asked for the assistance of other parents who were interested in maintaining the group.

Initially the UFOADB was supported through the Deafblind Project; however, in recent years it has been awarded a grant from the Hilton-Perkins Project and has been able to hold separate meetings throughout the year. Ms. Eddy hopes the group can again receive the grant and hold meetings more often, independent of any other agency support, but she needs the assistance of other parents in order to do so..

Anyone interested and able to assist Ms. Eddy in keeping the parent group active can contact her in Texarkana at (870) 773-2263.

Parents Learn Ways to Relieve Stress at Annual Parent Training

The topic was learning to relieve stress at the 11th parent training sponsored by the Arkansas Project for Children with Deafblindness. The meeting was held September 5th and 6th at the Holiday Inn Select at Little Rock.

On Saturday, Cynthia Anderson, a social worker with The Fowler Group of Little Rock, gave parents ideas on how to handle the stress in their lives. Friday night's speaker was Bob Maxwell, consultant for individuals with deafblindness for the Division of Services for the Blind. He told the group of the services available to their children through his agency.

Sixteen parents from around the state attended the meeting. They included Rick and Ramona Stephens of Hackett, Annette Eddy of Texarkana, and Paula and Holden Crandall of Alma, who are all officers of the UFOADB. Six of the parents were "first-timers".

On-site respite and babysitting services were provided for 10 children, including eight with deafblindness and two siblings. The caregivers for the children included Barbara Haynes, Education Consultant for the Project; Barbara Johnson and Margie Wood of the ADE, Special Education; Michelle Thomas, a paraprofessional with the Pulaski County Special School District (PCSSD), and her daughter, Mickie, and Kim Williams, also a paraprofessional with the PCSSD. Michelle has provided respite for several of the Project's parent meetings.

This was the 11th parent training sponsored by the Arkansas Project for Children with Deafblindness. Among the topics of previous trainings have been the grief process, resources for both schools and families, and how to write an effective IEP.

"What You Need to Know About the New Special Education Amendments and Your Child's IEP" will be the topic for this year's parent training, planned for May 1 and 2.

Education Consultant Is Named for Project

Barbara Haynes, formerly a teacher with the Pulaski County Special School District, became the Education Consultant for the Arkansas Project for Children with Deafblindness in August. She underwent a "baptism by fire" when, in her first few weeks on the job, she planned and coordinated activities for 10 children during the Project's parent training in September.

Barbara was a self-contained classroom teacher with Pulaski County for five years before coming to the Project. Prior to that, she was the Education/Computer Technology Consultant for the Arkansas Easter Seal Society Outreach Program. She has sixteen years of experience teaching children with severe disabilities.

We are glad to have Barbara and welcome her to the Project!

+++

Some Facts About CHARGE

The Causes of CHARGE Association (or Syndrome), one of the many causes of deafblindness, are unknown. It affects approximately one in every 8,000 to 15,000 births with a recurrence risk of about one per cent.

CHARGE is actually an acronym for C (Coloboma of the eye), H (Heart malformations), A (Atresia of the choanae, or malformation of the nasal cavities), R (Retardation of growth and/or development), G (Genital hypoplasia, or incomplete or underdevelopment of the genitals), and E (Ear anomalies or malformations). The diagnosis of CHARGE is given if a person has four out of these six conditions.

+++

"One should not aim at being possible to understand. One should aim at being impossible to misunderstand."

- Anonymous

Workshops Scheduled for Technology Resource Center

For those wanting to know more about using assistive technology to unlock the learning potential for individuals with disabilities (parents, teachers and therapists, among others), a series of assistive technology workshops is scheduled to be held at the Arkansas Easter Seal Society Technology Resource Center.

Participants will get hands-on experience with a variety of computer adaptations, as well as educational/entertaining software. The cost of the one-day course is $35, which includes the textbook, Computer Resources for People with Disabilities.

The dates for the workshops, all scheduled on a Friday, are February 6 and 20, March 6, April 3 and 17, and May 1. Call (501) 227-3602 to reserve a spot today!

+++

Views From Our Shoes: Growing Up With a Brother or Sister with Special Needs

(Book review) - Boys and girls ages 4 to 18 describe what it's like to have a brother or sister with a disability. Siblings share their experiences - the good and bad aspects - as well as many thoughtful observations. The essays are written by the brothers and sisters of youngsters with a variety of special needs, such as vision and hearing impairments, autism, mental retardation, cerebral palsy, chronic health conditions and Down syndrome. The book gives parents and teachers a tool for talking with children about their feelings toward a sibling with a disability or a classmate who has a sibling with special needs. For grades 3 - 7. $14.95 paperback, from Woodbine House, 6510 Bells Mill Road, Bethesda MD 20817, (800) 843-7323 or (301) 897-3570. (Review from *Counterpoint*, the newsletter of the National Association of State Directors of Special Education.)

Parents and Kids Enjoy Facilities At Project's Annual Meeting

The parents and kids who attended the Project's annual parent training at Little Rock in September enjoyed the facilities of the Holiday Inn Select. The pool and surrounding area were favorites with both the kids and the parents during breaks. The respite caregivers/babysitters also enjoyed the warm sunshine around the pool.

On the following pages are:

Page 4 -

① David and Jennifer Roberts of Black Rock with Brooke and infant son

② Annette Eddy of Hope and Paula Crandall of Alma

③ Rick and Ramona Stephens of Hackett

④ Andrew Ethridge of Thornton

⑤ Michelle Thomas with Brooke

⑥ Twyla Pruden of Hope

⑦ Paula Crandall of Alma and Susie Tanner of Gravette

⑧ Keith Autry of Mountain Home

Page 5 -

① Danel Graves Scoggins of Hope with son Quenten and Steven Eddy of Texarkana

② Angela and Shirley Eddy of Texarkana

③ Margie Wood with Ashlie May of Mtn. Home

④ Jamie Airington of North Little Rock and Margie Wood

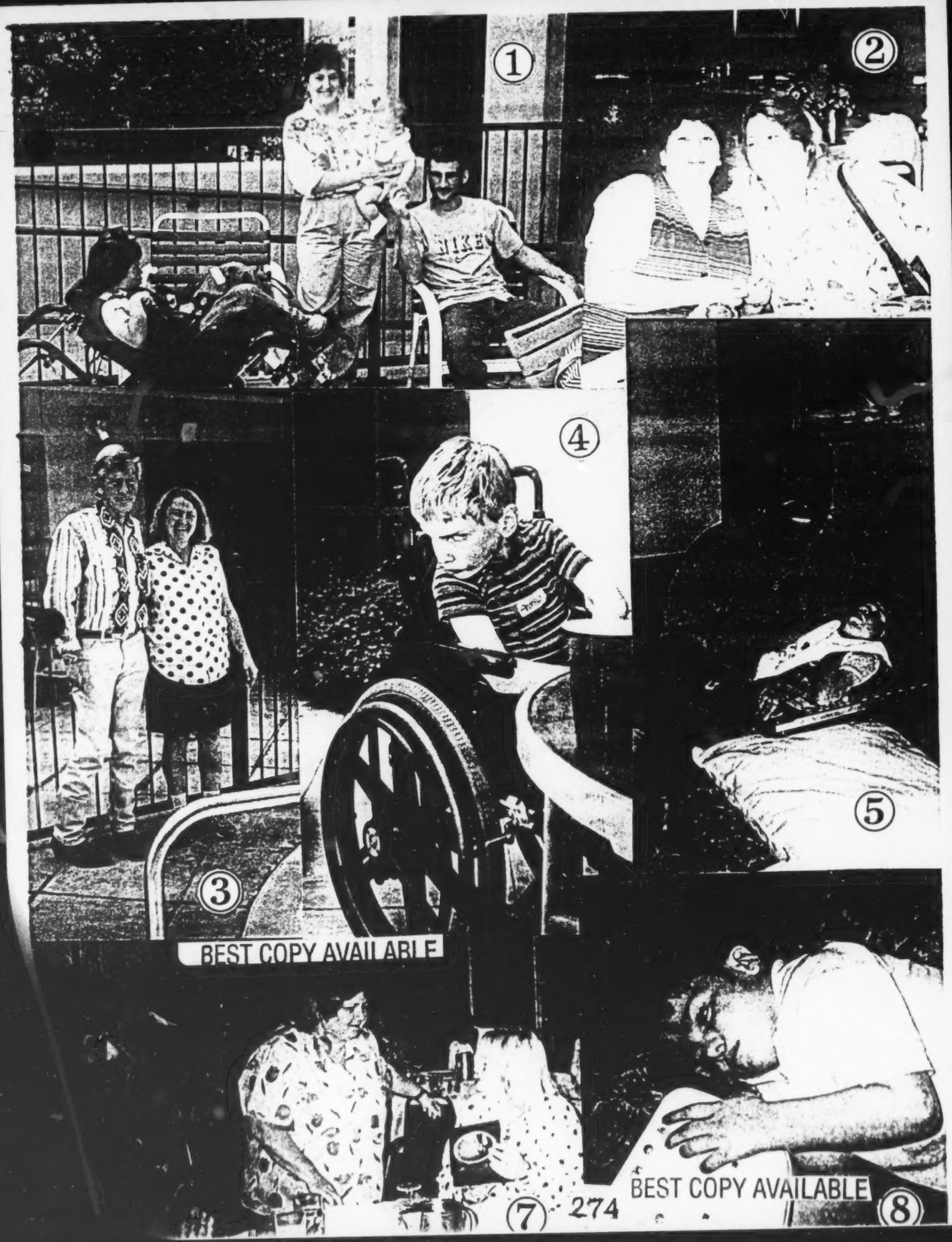
⑤ Debbie Ethridge of Thornton

⑥ Bradley Stephens of Hackett

⑦ Jim Pruden of Hope with his babysitter

⑧ Barbara Haynes with Jeff and Jarrod Nolte of Springdale

⑨ Jean Autry of Mountain Home and Danel Graves Scoggins of Hope



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Vol. 1 No. 1 September, 1997

DB CONNECTION

A Newsletter for Teachers of Students With Deafblindness/Multiple Disabilities

Annual Parent Retreat Held in Little Rock

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DB CONNECTION

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Barbara Haynes, Education Consultant

Parents Learn Stress Management at Annual Parent Training

Ideas for managing stress were presented to 13 parents at the Annual Parent Training of the Arkansas Project for Children With Deafblindness. The training was held September 5 and 6, at the Holiday Inn Select in Little Rock.

Cynthia Anderson, LCSW, of the Fowler Institute at Little Rock, discussed stress and how to handle it, including listing the "Top Ten Rules for a Stress Free Life", during Saturday's session.

On Friday night, Bob Maxwell of DHS Division of Services for the Blind (DSB) spoke on the services he can offer to individuals who are deafblind. He is Coordinator of Services for Individuals with Multiple Disabilities, including deafblindness, for DSB.

The Parent Training is sponsored annually by the Arkansas Project for Children with Deafblindness, which is coordinated through the Arkansas Department of Education, Special Education. Parents of children who have been identified as deafblind by Project staff are eligible to attend. All expenses for the training, which also offers onsite respite care/babysitting, are paid through Project and/or Special Education funds.

What is Deafblindness?

The term deafblindness (also known as dual sensory impairment), would seem to imply that the individual has no functional use of any vision or hearing. Yet, children and young adults who make up the deafblind school-aged population are extremely diverse. They may have some functional vision or hearing; they may be losing their vision or hearing slowly; they may have additional disabilities; or they may be profoundly deaf and totally blind.

Of this population, approximately 90% have residual hearing, vision, or both. Of those school-aged students enrolled in Special Education, approximately 2 out of each 1,000 have dual sensory impairments.

Definition of Deafblindness:

Having auditory and visual impairments, the combination of which creates such severe communication and other developmental and learning needs that they cannot be appropriately educated in special education programs solely for children and youth with hearing impairments, visual impairments and severe disabilities, without supplementary assistance to address their educational needs due to these dual concurrent disabilities. (PL 101-476, 20 USC, Chapter 33, Section 1422[2]).

An Open Letter to Teachers

Dear Teacher,

Here I leave with you my daughter, with her life in your hands, and I also leave my heart full of anguish, full of fear for what will be. Oh, I know that you will not consciously hurt her. Still I need to be reassured.

Though she cannot speak she communicates all her needs. Read her eyes for they speak volumes. Read her facial expression, and you'll see a clear picture of her needs and feelings. Read her hands, gestures and body language, and then tell me she can't speak.

My daughter is full of energy and she does best if she is in a structured environment. If she has too much time on her hands she will explore and rearrange your room. It may not be to your liking. Keep her busy and you'll see the difference.

Be firm and strict with her but don't be rigid. Be flexible. Give her an opportunity to learn to make choices. Treat her as you would any other child.

Don't tell her how to do things, show her. She will learn better and remember it for years to come. It will take her many tries to learn.

My biggest need is to know that my child will be well cared for, safe and happy. I need to know she is learning and progressing. I also need to know if she is feeling ill or had an accident. When there's an open communication between you and me about these things, I am won over.

Please don't assume that because I didn't go to the meeting, I don't care. I do care, sometimes too much. But, there comes a time when my other kids ask me, "Hey Mom, what about me? Don't I matter? Aren't I special? Don't my meetings count?" My heart breaks when that happens. Those other children always seem to get pushed to the back seat. I still must care for, listen to them, referee arguments, take them to extracurricular activities, help with special projects, wash their clothes, and so on day after day. I'm not griping and I don't want your pity. I just want your understanding.

So if I seem unrealistic, too demanding, uncaring, irresponsible, it may be that I am frustrated. Frustrated at a "system" that I cannot seem to understand and that seems cold and uncaring. As my child's teacher, you may feel the effect of my frustrations, but please understand my frustration may not necessarily be with you.

Teacher, I have given you my daughter. I realize that with her comes a lot of hard work. Your paperwork will increase by several inches. Your feet and back will ache by the end of the day. You may cry tears of frustration or anger by the end of the year. Don't think your work goes unnoticed and unappreciated. I do not think of you as day care service, but as my child's guardian angel, her hope for a more comfortable and productive future. I think of you as our copilot on earth. When I pray for my child, I pray for you.

When I see my child reach a new milestone, I know you've been hard at work and I thank you in my heart over and over. I'm happy when I see my child eager to go to school, for I know she's well cared for and well loved. When I see her hug you and kiss you, I know I can sleep in peace. God bless you. God be with you for many years to come, for you truly are my hero.

Enedelia Maldonada
(Excerpts from a letter which appeared in See/Hear Newsletter, published by Texas School for the Blind & Visually Impaired.)

Guidelines for Communicating with A Student Who is Deafblind

*When you approach someone who is deafblind, let him or her know that you are there through touch (i.e., on the shoulder, hand or arm).

*Develop a sign name or signal to identify yourself (e.g., a specific hand movement or placing the person's hand on your ring, bracelet or glasses). Always identify yourself each time you initiate a new interaction.

*Attempt to identify what forms of communication the individual who is deafblind uses and use the preferred form (tactile sign, object use, written words, etc.).

*Ask questions to be certain that the person has understood what you said.

*Provide the individual who is deafblind with information regarding his/her environment.

*Always let him know what is about to happen. For example, touching his lips before giving a bite of food.

*Never leave the person in unfamiliar surroundings. Inform him that you are leaving and be certain that he is comfortable and safe. If the person is not sitting, he must have something substantial to touch in your absence (a wall, table, desk, etc.).

What is the Arkansas Project for Children With Deafblindness?

The Arkansas Project for Children With Deafblindness is a federally-funded program serving individuals from birth through age 21 with deafblindness. The Project provides training, technical assistance and information to educational personnel, families and others who work with these individuals. The Project supports the philosophy of inclusion of the individual in education, vocational and community environments.

What Services Are Provided by The Project?

- ✔ Training based on local needs and request
- ✔ Annual parent workshop
- ✔ Family and professional networking and sharing of effective practices
- ✔ On-site consultation by request
- ✔ Loan library of videos and publications for families and professionals
- ✔ Dissemination of information regarding deafblindness and Project activities
- ✔ Maintenance of a census of children birth through age 21 who have been identified as deafblind

Who is Eligible?

✔ Individuals from birth through age 21 who have:

- ✦ both vision **and** hearing impairments;
- ✦ both vision **and** hearing impairments and an additional learning and/or language disability;
- ✦ been diagnosed as having a degenerative disease that will affect both vision **and** hearing, such as Usher's Syndrome or CHARGE Association; or
- ✦ have multiple disabilities due to generalized central nervous system dysfunction and exhibit inconsistent responses to visual and auditory stimuli (functionally deafblind).

✔ Educational personnel and service providers serving at least one person with deafblindness.

✔ Parents, family members and care providers of individuals with deafblindness.

If you know of a child who may be eligible for the Deafblind Registry, please contact Darleen Tripcony at (501) 682-4222.

Suggested Toys for a Child with a Visual Impairment

One of the most important qualities in choosing a toy for a child with a visual impairment is that it is easy to manipulate. Through independent manipulation the child is able to build competence. Children like toys that respond to their input. The toys listed below either make sounds, change shape or go into something else.

Real things and experiences can be a lot of fun and motivation for a child. Some of the best toys can be found in the kitchen, e.g., foil, pie pans, whisks, and measuring spoons.

Bumble Ball - Battery operated ball with knobs which lights up and bounces around when turned on (approximate cost $15-$20, now available in most toy and some discount stores).

Glow in the Dark Koosh Ball - Bright colored, easy to catch ball that is a soft rubber pom-pom (approximate cost $5-$10, found in most discount stores).

Wiggle Pen - When turned on the pen vibrates and wiggles in the child's hands (approximate cost $3-$7, available at Wal-Mart)

Slinky - This toy is terrific even for small babies. Is available in an array of bright colors (approximate cost $1-$5, found in most stores).

Toy Braille Letters and Numbers - These are the same plastic magnetic letters and numbers that have been around for years, but now they have Braille on them (appropriate for children ages 3 and up, available at Toys-R-Us).

Upcoming Events

Assistive Technology Workshops: Exploring Computer Resources for People with Disabilities
Arkansas East Seal Society
Contact: Joe Sturgis,
(501) 227-3761
Friday, September 19
Friday, October 3
Friday, October 17
Friday, November 14
Friday, December 12

Internet for Special Educators
Contact: Bryan Ayres,
(501) 221-8433
Friday, September 19 - Arch Ford Education Service Cooperative
Tuesday, September 23 - Arkansas Rivers Education Service Cooperative
Tuesday, September 30 - Southwest Arkansas Education Cooperative
Thursday, October 30 - Southwest Arkansas Education Cooperative
Thursday, November 18 - Arch Ford Education Service Cooperative

Functional Curriculum for Students with Severe Disabilities
Contact: Dr. Lynn Springfield, (501) 663-3835
Tuesday, September 30 - University of Arkansas at Fayetteville
Tuesday, October 28 - Arch Ford Education Service Cooperative
Tuesday, December 2 - Arkansas State University, Jonesboro

Through a Child's Senses: Sensory Processing Explaining Challenging Behaviors from a Sensory Perspective
Contact: Suzie Baker or Margot Cranford,
(501) 221-8419 or (501) 221-8420
Tuesday, September 30 - Northwest Arkansas Education Service Cooperative, Springdale
Tuesday, December 2 - Western Arkansas Cooperative, Branch

As They Grow: Raising and Educating Children Who Are Visually Impaired
Contact: Arkansas School for the Blind, (501) 296-1815
October 3 - 4 - Little Rock

INSITE Training for Teachers/Parents Advisors
Clarion Hotel, Hot Springs
Contact: Darleen Tripcony,
(501) 682-4222
October 7 - 9, (Part I)
November 4 - 6, (Part II)

AR-SAFAK (Arkansas Schools for ALL Kids)
Contact: Lisa Johnson,
(501) 663-3825 or (800) 482-8437
October 7 - 8 - Southeast Arkansas Education Cooperative, Monticello
October 14 - 15 - Arkansas Rivers Education Cooperative at Pine Bluff
October 21 - 22 - Little Rock
November 3 -4 - Arch Ford Cooperative at Plumerville

Paraprofessional Training
Contact: Susie B. Nelson,
(501) 682-4222
October 27 - 29 - Ozarks Unlimited Resourses Cooperative, Harrison

Treatment Strategies for the Child with Sensory Processing Disorders
Contact: Suzie Baker or Margot Cranford,
(501) 221-8419 or (501) 221-8420
Friday, October 31 - ARKSHA Convention, Hot Springs

Arkansas Council for Exceptional Children Conference
Contact: Jon Rainbot,
(501) 362-3404
November 5 - 8 - Hot Springs Convention Center

If you know of a child or young adult who may be eligible for the Arkansas Deafblind Registry, please contact Darleen Tripcony at (501) 682-4222

NEWS LETTER

PROJECT TIDINGS

Vol. II No. 1
May, 1997

A Newsletter for Parents of Children with Deafblindness

Annual Parent Retreat Slated for September

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PROJECT TIDINGS
Arkansas Project for Children With Deafblindness

Administered by the ADE, Special Education
#4 Capitol Mall, Room 105C
Little Rock, AR 72201
Voice: 501-682-4222
TDD: 501-682-2380
Fax: 501-682-4313

Project Staff:
Darleen Riley Tripcony, Family Consultant, and (Position Vacant) Education Consultant

This publication is free to the families of children experiencing deafblindness.

The Arkansas Project for Children with Deafblindness is funded by the US Department of Education, Office of Special Education Programs, Grant #H025A20033.

Meeting to Be Held in LR

The annual parent training sponsored by the Arkansas Project for Children with Deafblindness will be held September 5 and 6 at the Holiday Inn Select at Little Rock. The agenda has not yet been determined, but information will be sent out when the plans are finalized.

Since the last parent training in May, 1996, 17 additional children with deafblindness have been identified. Since the parents of those children have not yet had the opportunity to attend a parent training, a special invitation is issued to them. As always, the training will offer not only presentations of particular interest to children with deafblindness, but the opportunity to meet and visit with parents of children with disabilities similar to those of their own child.

As in the past, all expenses for the parent training will be paid through the Arkansas Project for Children with Deafblindness. On site babysitting and respite care will be available.

During the training weekend the United Family Organization for Arkansans with Deafblindness (UFOADB), the statewide parent group that represents families of children identified as deafblind, will hold a re-organizational meeting. Although the group has been inactive for some time, Annette Eddy of Texarkana, the current president, is hoping that new members will get involved and the group will become active again. A letter from Annette to all old and new members is printed in the next column.

Please make your plans now to attend the parent training in September. It will offer you the opportunity to meet other parents, learn something relevant to your child with deafblindness, become informed of what is happening nationally and in the state regarding children with deafblindness, and, perhaps most importantly, to become a part of a statewide parent support network at whatever level of participation is right for you.

* * *

Learn to tell a joke, as well as take one.

A MESSAGE FROM THE UFOADB PRESIDENT

By Annette Eddy, Texarkana

Hi, Everyone! Long Time No See! I hope everyone is doing well. Now to explain the unexplained absence.

I have had a lot of major crises in my life this last year and a half. In a nutshell, I have had knee surgery, broke my arm, gone through a separation, a move, you name it - '96 was a horrible year.

But we are going to try to make '97 a much better year. Darleen has planned a parents' meeting for September 5 and 6. I hope everyone will be able to attend to reunite old friendships and start new ones. We have several new members.

When I first joined the group, I remember all the questions I had. I hope we will all be there to answer the questions from the new members. We have a lot of knowledge and learned experiences that we can share with these new members. Please try to come.

A little update on officers. Ramona and Rick Stephens (Vice Presidents) bought a restaurant in Fort Smith that has kept them very busy. Congratulations go out to Paula Crandall (Secretary), who recently graduated from nursing school. Shirley Eddy (Treasurer) has been busy trying to set up computers in her office. Needless to say, everyone has been very busy.

I hope we can once again make this group what we had all envisioned it to be. Start looking for quarterly newsletters from the group. Please send anything you would like to put in the newsletter, or questions you would like answered to:

Annette Eddy
200 Bell Avenue
Texarkana, AR 71854
870-773-2263

PS: Angela is doing great! And Steven says "Hi, Bradley!"

BEST COPY AVAILABLE

Exciting Opportunities in State

by Janet Stevens, Little Rock

The Foundation for the Mid-South, founded in 1990, based in Jackson, MS, and serving the states of Arkansas, Louisiana and Mississippi, seeks to enhance the quality of life in these three states by increasing communities' capacities to offer economic opportunity, effective education, and quality services for families and children.

After months of working with and talking to people affected by disabilities, and realizing the potential to form partnerships, two VISTA volunteers, Brian Kit and Chris Dudding from the Arkansas Disability Coalition, played a leadership role in gathering the information and support to apply for a grant from Mid-South.

The Public Policy Consortium, the project funded by the Mid-South grant, seeks to unite individuals with disabilities, families, leaders, organizations and communities (or as in our case, we seek to unite the entire State of Arkansas) to positively impact service delivery by forming connections and breaking down barriers of image, race, gender, geography and class. We seek to include all people affected by disability issues on a statewide level. This project is one of the most ambitious projects undertaken by the FMS, in that it includes a statewide effort instead of their usual "community" model.

The consortium invites participation by all interested parties. We want each participant to take ownership in the project. We have formed three task forces, including Public Policy, chaired by Judy Brooks at 901-448-6511; Service Integration, chaired by Dale Turrentine at 501-666-8868; and Education, chaired by Jim Eakin at 501-372-0607.

These committees are in the formative stages and again, I want to emphasize that we invite full participation by anyone in the state who is interested in seeing policy changes.

The consortium will be monitored by Norma Thompson, Program Manager at FMS, and our coaches from FMS will be Paulette Mabry and Charles W. Smith, two very distinguished and knowledgeable consultants with expertise in the fields of education, development and planning.

You may contact any of the three task force chairs; or our coordinator, Dale Dahmen-Jones, Executive Director of the Arkansas Disability Coalition, at 501-221-1330; or the Consortium Chair, John Fendley, at 501-280-0012.

Join us as we work to ensure the meaningful participation of families of children with disabilities and individuals with disabilities in determining policies that will empower us to work toward a stronger, more inclusive and economically independent existence.

We value the participation of every individual in the state of Arkansas. Your participation is essential to our success. We invite you to participate in this innovative consortium seeking to change history!

(Note: Janet Stevens is former president of the UFOADB and currently serves as the Regional Representative of the National Family Association for Deaf-Blind.)

* * *

Project Serves Children From Birth to 21 Who Are Deafblind

The Arkansas Project for Children with Deafblindness is administered through the Arkansas Department of Education, Special Education. The Project provides an Education Consultant and a Family Consultant who offer technical assistance, information and referral services to the families, educators and caregivers of children who are identified as deafblind.

For the purposes of the Project, the definition of deafblind includes children who have both vision and hearing impairments, who have a disease such as Usher's Syndrome that puts them at risk of developing both vision and hearing impairments, or who do not use the vision and hearing they do have because of brain damage (functionally deafblind).

For more information about the project, contact Darleen Riley Tripcony, Family Consultant, at 501-682-4222 or e-mail at dtripcony@arkedu.k12.ar.us.

How to Respond Positively When My Child Cries

Parent's Goal: To increase my ability to respond appropriately to my child's crying by using some consoling techniques, and to become aware of some strategies for me to use to cope with my child's crying.

This topic provides way to discourage long, frequent crying:

✓ Make sure the child's basic needs are met (for example, feeding, changing, burping), and the child is pain-free.

✓ Use soothing techniques, such as rocking, singing, wrapping the child gently in a blanket, giving the child a bath, playing soothing audiotapes.

✓ Adjust the environment (for example, use subdued, cool colors, less objects and pictures, dim lighting, or a low level of noise and confusion).

✓ Encourage interactive activities to redirect the child's attention.

✓ Reinforce the child when he/she participates in an interaction.

This topic gives ideas to help parents cope with a child crying:

✓Use relaxation techniques, such as deep breathing, yoga, meditation, listening to soothing music.

✓ Think happy thoughts, such as thinking of or writing down things that are going right!

✓ Take a break, maybe by going into another room for 10-15 minutes.

✓ Take your mind off the crying by doing something else, such as reading a book, exercising or performing a chore.

✓Talk to someone who is a good listener.

✓ Ask for help (share the responsibility, get together with other parents for ideas).

✓ Get your rest (have someone else care for your child for a few hours).

✓ Know yourself and your limits.

* * *

Reprinted from the February, 1997 newsletter of the SKI•HI Institute at Utah State University of Logan, UT.

* * *

Respect and trust in yourself.

Teresa Coonts, Former Project Education Consultant, Takes New National Position

Teresa Coonts, formerly the Edueation Consultant with the Arkansas Project for Children with Deafblindness, has taken a position as technical assistance specialist for the National Technical Assistance Consortium for Children and Young Adults who are Deafblind (NTAC). NTAC is a federally funded project that provides technical assistance to the state projects that serve children with deafblindness.

Teresa had been with the Arkansas Project for five years, and had developed a wealth of resources, knowledge and experience regarding the education of children with deafblindness. She had taken several courses and workshops specific to working with children with deafblindness during her time with the Arkansas Project, and has also presented at state and local meetings about deafblindness and the challenges it presents to the teachers and families of these children.

Teresa will be based in Kansas City and will provide technical assistance to the deafblind projects in several states in the Midwest. Although she will not officially be serving the Arkansas Project, she will continue to maintain an interest in what is happening in Arkansas, particularly with the children identified as deafblind and their families, since this is her home state.

We will miss Teresa, and wish her well. We are proud that a national organization recognized and appreciated her knowledge and skills, giving her the opportunity to develop and grow on a national level.

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Deafblind Versus Deaf/Blind

You may have noticed throughout this publication "deaf/blind" has been changed to "deafblind." This is not a "typo" but a means of promoting a growing philosophy. Deafblindness is one specific, identifiable condition, rather than deafness and blindness. We have instituted the use of the word "deafblindness" in our publications in order to reflect that perspective.

Federal Review Conducted of Arkansas Project for Children with Deafblindness

The US Department of Education mandated that during the 1995-96 fiscal year all state deafblind projects have onsite reviews. The purposes of the project reviews were to offer a means of self-assessment to each project; review progress toward achieving the goals and objectives of each project; provide technical assistance to the projects in the form of recommendations for program development; examine each project's overall operations to determine compliance with federal regulations; and to provide resource referrals.

In addition, the review provided a means of sharing information about exemplary practices of different state deafblind projects. Typically, two consultants visited each project and worked with the staff on a review of their activities.

Last summer, Karen Goehl, Director of the Indiana Deafblind Services Project, and Jennifer Grisham-Brown, Ed.D., Assistant Professor of the University of Kentucky and formerly with the Kentucky Deafblind Project, visited Arkansas to review the Arkansas Project for Children with Deafblindness. They spent two days reviewing the project with staff, and with representatives of parents, public schools and the Arkansas Department of Education, Early Childhood program.

This review process provided staff with several recommendations, among them suggestions on how to increase the referral and identification of children who are deafblind, to assist the Project in identifying needs and planning, to enhance the Project's provision of technical assistance and training to families and service providers, and to realign and modify the Project's objectives and activities in order to make them more manageable.

Upon receipt of the final report, several of the recommendations were implemented. They were also reflected in the Project's annual Performance Report, submitted to the US Department of Education, Office of Special Education Programs, last month.

Some Forms of Mental Retardation Can Be Preventable

by Cynthia Stone

Mental retardation has an impact on all areas of life; however, in many instances, mental retardation is preventable. While knowledge of both the causes and ways to prevent mental retardation has grown enormously, we have been remiss in getting this information out to the public, and even to professionals and consumers in our field.

The ARC is committed to reducing the incidence and limiting the consequences of mental retardation through education and advocacy.

The ARC of Arkansas has a number of resources published by the ARC of the United States regarding the prevention of mental retardation. Following is a list of available Prevention Fact Sheets:

- Childhood Lead Poisoning Prevention
- Facts About Alcohol Use During Pregnancy
- Facts About Childhood Immunizations
- HIV/Aids and People with Mental Retardation
- Newborn Screening to Prevent Mental Retardation
- Prevention of Neural Tube Defects
- Preventing Mental Retardation Through the Use of Bicycle Helmets

Single copies are available free of charge and may be obtained by sending a stamped, self-addressed envelop to The ARC of Arkansas, 2000 Main Street, Little Rock, AR 72206.

Prevention Fact for the Day!

Fetal Alcohol Syndrome is the leading cause of mental retardation

* * *

(Reprinted from the Community Resources Network newsletter of November, 1996.)

* * *

Albert Einstein did not speak until he was four years old, and didn't read until he was seven. His teacher described him as "mentally slow, unsociable and adrift forever in his foolish dreams." He was expelled.

Two National Projects Provide Assistance on Issues Pertaining to Deafblindness

There are currently two national project that have been funded to address issues regarding deafblindness. The National Technical Assistance Consortium for Children and Young Adults who are Deafblind (NTAC) provides technical assistance to the deafblind projects in each of the 50 states plus the territories, such as Guam, Puerto Rico and the Virgin Islands.

NTAC works through the deafblind projects in each state, providing technical assistance based on the individual needs of the state. It can pay for training for a variety of personnel, such as teachers or agency representatives, or can provide onsite individual technical assistance around a particular child.

DB-LINK is a federally funded information and referral service that identifies, coordinates and disseminates information related to children and youth who are deafblind from birth to to the age of 21, at no cost to those requesting it.

Upon contacting DB-LINK, a parent, an educator, a service provider, a researcher or the general public, for example, may obtain information on the causes of deafblindness, information about a particular disease or syndrome, transition, communication, health, education, early intervention, recreational services, inclusion or independent living.

DB-LINK can also provide referrals to other organizations, such as parent groups, research projects or advocacy groups.

DB-LINK can be accessed in a variety of ways. The toll-free telephone numbers are 800-438-9376 (voice) and 800-854-7013 (TTY). The hours are 9 a.m. to 5 p.m. Eastern time Monday through Friday. Voice mail messages may be left after hours.

The e-mail addresses for DB-LINK are dblink@tr.wosc.osshe.edu or www.tr.wosc.osshe.edu/dblink.

Since DB-LINK focuses on children and youth, questions related to adults who are deafblind should be directed to the Helen Keller National Center at 800-255-0411, Ext. 311.

Arkansas' Children Identified as Deafblind Increases for 1997

The Arkansas Project for Children with Deafblindness is required to submit an annual census on children identified as deafblind and who are currently listed on the Project's Registry of children and youth from birth to age 21 who are deafblind.

This census is submitted every March 15 to the federal government. It includes information on each child's age, the cause of deafblindness, and their educational and living placements, among other information. Children are identified by a code number only, not by any identifying information.

Each year Project staff send out information on the Project and the federal census in an effort to update the information on the children already identified as deafblind, and to increase the number of children referred to the Project who may be deafblind.

As a result of previous efforts, 17 additional children were identified during the past year. The number of children reported on the federal census went from 106 in 1996 to 120 in 1997.

One age group that is under-represented on the census is the birth to three-year-old population. Project staff will begin efforts this year to increase the identification of children in this age group who are deafblind.

***

Two Arkansas Parents to Attend Nat'l Meeting

Debbie Ethridge of Thornton and Janet Stevens of Little Rock will be attending the second national conference on deafblindness next month in Washington, D.C.

Janet, whose 15-year-old daughter attends school in the Little Rock School District, will participate in the conference as the regional representative of the National Family Association for Deaf-Blind.

Debbie, whose 7-year-old son attends school at Thornton, was the Arkansas parent selected for NTAC sponsorship. Most of her conference expenses will be paid by NTAC.

Among the topics to be addressed are the rights of parents and families, presented by the current chair of the International Association for the Education of Deafblind people; the needs and rights of people who are deafblind by a business owner who is deafblind; and deafness and the community.

After the conference wrap-up on June 9, NTAC is sponsoring a "trip to the Hill" for parents who choose to participate. NTAC will schedule appointments with the parents' individual legislators so that they can make their needs and thoughts known.

***

ICAN Offers Equipment Referral Service

The Increasing Capabilities Access Network (ICAN), the Arkansas technology project, provides equipment referral, loan and sales programs, as well as offering some equipment for free.

Among the equipment listed for sale are communication devices, wheelchairs and vans. The free equipment has been donated by various agencies and programs, such as Children's Medical Services, and includes items such as wheelchairs or prone standers. An updated, and much more extensive, list of equipment is available from ICAN.

If you are interested in finding out more about this equipment list, or have equipment you would like to sell, trade or give away, you can contact ICAN at either 800-828-2799 (voice/TDD) or 501-666-8868.

***

"Share Your Story"

To make future newsletters more interesting and informative, parents are invited to submit for publication stories, thoughts, ideas that worked, problems they solved, or anything they think other parents would enjoy or from which they could benefit. If desired, include a photograph of your child or family to include with the story.

This will not only make the newsletter more interesting, but will give everyone an opportunity to get to know each other a little better. Stories may be sent to Darleen Riley Tripcony at the address on the first page of this newsletter.

TITLE	FIRSTNAME	LAST NAME	JOBTITLE	COMPANY	ADDRESS	CITY	STATE	ZIP CODE
Ms	Stephanie	Abbott			909 OUA 97	Bearden	AR	71720
Mr	Tom	Abbott		Charleston Elementary School	P.O. Box 188	Charleston	AR	72933
Mr	Benny	Abraham	LEA Supervisor		105 North 6th Street	Heber Springs	AR	72543
Ms	Karen	Adams		Arkansas Pediatric Facility	P.O. Box 6388	North Little Rock	AR	72116
Ms	Rita	Adams	LEA Supervisor		1010 Greyhound Drive	Marmaduke	AR	72443
Ms	Kathie	Adkins	LEA Supervisor		1707 Highland	Pocahontas	AR	72455
Mr	Charles	Allen	LEA Supervisor		P.O. Box 8707	Pine Bluff	AR	71611
Ms	Theresa	Anderson		T.L. Bates Elementary School	601 Buchanan Street	Fayetteville	AR	72701
Ms	Martha Kay	Asti	LEA Supervisor		P.O. Box 8601	Little Rock	AR	72216
Ms	Jean	Autry			HC 74, Box 334	Mountain View	AR	72560
Mr	Bryan	Ayres		AR Easter Seal Society, Outreach Dept.	3920 Woodland Heights	Little Rock	AR	72212
Ms	Rebecca	Bailey	LEA Supervisor		P.O. Box 1	Mountain Pine	AR	71956
Ms	Rachel	Balagtas		Coleman Junior High	821 Pointer Trail	Van Buren	AR	72956
Ms	Becky	Baldwin	LEA Supervisor		P.O. Box 97	Barton	AR	72312
Ms	Deborah	Bales		Melbourne High School	P.O. Box 250	Melbourne	AR	72556
Ms	Jenny	Barber	LEA Supervisor		406 Wilkerson Drive	Newport	AR	72112
Ms	Lesa	Barksdale	LEA Supervisor	Bergman Public Schools	General Delivery	Bergman	AR	72615
Ms	Laura	Barron		Lowell Elementary School	202 McClure Drive	Lowell	AR	72745
Ms	Lynette	Barron	LEA Supervisor		P.O. Box 790	Junction City	AR	71749
Ms	Linda	Bartlett		Marmaduke Preschool Program	2020 Greyhound Drive	Marmaduke	AR	72443
Ms	Jackie	Bass		Northwood Junior High School	10200 Bamboo Lane	North Little Rock	AR	72120
Ms	Evelyn	Beasley		DeQueen Elementary School	Route 4, West Coulter Drive	DeQueen	AR	71832
Ms	Beatrice	Bell		L.L. Owen Elementary School	3605 Oakwood Road	Pine Bluff	AR	71603
Ms	Regina	Bell		Lynn Public School	180 School Street, Box 338	Lynn	AR	72440
Ms	Barbara	Bennett	LEA Supervisor		2708 Mount Holly Road	Fairview	AR	71701
Ms	Sharon	Berry		AR School for the Blind	2600 West Markham	Little Rock	AR	72203
Ms	Lisa	Birmingham	LEA Supervisor		334 Graham Street	Forrest City	AR	72335
Ms	Tammy	Birmingham	LEA Supervisor		5203 West Kings Highway	Paragould	AR	72450
Ms	Cynthia	Blackshare		Philadelphia Elementary School	213 East Thomas Green Road	Jonesboro	AR	72401
Ms	Stacy	Booth		Manila Elementary School	P.O. Box 670	Manila	AR	72442
Ms	Diane	Brady		R.E. Baker Elementary School	301 NW 3rd Street	Bentonville	AR	72712
Ms	Mindy	Branscum		Sulphur Rock Schools	P.O. Box 98	Sulphur Rock	AR	72579
Mr	David	Brantley		Berryville Elementary School	P.O. Box 408	Berryville	AR	72616
Ms	Vera	Breeding	EC Coordinator		200 East South Street	Harrisburg	AR	72432
Ms	Sarah	Brewer		Mountain View Elementary	HC 71, Box 159	Mountain View	AR	72560
Ms	Charlotte	Britton	LEA Supervisor		117 East 2nd Street	Hope	AR	72432
Ms	Marsha	Broome		Trice Elementary School	4505 Pinston	Texarkana	AR	71854
Ms	Kathy	Brown		LR SD – Div. For Exceptional Children	810 West Markham	Little Rock	AR	72201
Ms	Peggy	Brown		Gravette Middle School	605 Dallas Street, SE	Gravette	AR	72736

TITLE	FIRSTNAME	LAST NAME	JOBTITLE	COMPANY	ADDRESS	CITY	STATE	ZIP CODE
Ms	Patty	Bruton		ASD, Deafblind Program	P.O. Box 3811	Little Rock	AR	72203
Ms	Karen	Bryant		AR School for the Deaf	P.O. Box 3811	Little Rock	AR	72203
Ms	Shelli	Bryant			1022 Scogin Drive	Monticello	AR	71655
Ms	Alice	Bullington	EC Coordinator		Route 1, Box 104	Branch	AR	72928
Ms	Laura	Bunch	LEA Supervisor		P.O. Box 110	Gillham	AR	7184!
Ms	Martha	Burks	LEA Supervisor		2871 Malvern Avenue	Hot Springs	AR	71901
Ms	Nikki	Burnett	EC Coordinator		211 West Hickory	Walnut Ridge	AR	72476
Ms	Mary Jo	Burnley	Counselor	Clinton Middle School	Route 6, Box 103-2	Clinton	AR	72031
Ms	Anne	Butcher	LEA Supervisor		400 North Rock Street	Sheridan	AR	72150
Mr	Jim	Byrum	LEA Supervisor		P.O. Drawer 1016	Beebe	AR	72012
Ms	Kathy	Camp	LEA Supervisor		211 West Hickory	Walnut Ridge	AR	72476
Ms	Darnesia	Carter		Sam Taylor Elementary School	1415 West 13th Street	Pine Bluff	AR	71603
Ms	Becky	Caselman	LEA Supervisor		P.O. Box 2359	Alma	AR	72921
Ms	Rita	Casey		Rose City Middle School	5500 Lynch Drive	North Little Rock	AR	72117
Ms	Annie	Chandler		Indiana Street Elementary School	1519 Indiana Street	Pine Bluff	AR	71601
Ms	Judy	Clay	EC Coordinator		101 Bulldog Drive	Plumerville	AR	72127
Ms	Mary Nell	Clay	LEA Supervisor		APS 235 North 11th	Arkadelphia	AR	71923
Ms	Amber	Clayton		Izard County Consolidated School District	P.O. Box 115	Brockwell	AR	72517
Ms	Ernestine	Clayton	LEA Supervisor		P.O. Box 826	West Memphis	AR	72301
Ms	Shelly	Coggin		Northwood Junior High School	10200 Bamboo Lane	North Little Rock	AR	72120
Ms	Kellie	Cohen	LEA Supervisor		P.O. Box 1948	Fort Smith	AR	72902
Ms	Donna	Cole		Gravette School District	P.O. Box 480	Gravette	AR	72736
Ms	Jean Harvell	Cole	LEA Supervisor		200 South Lake Street	Blytheville	AR	72315
Ms	Shelvie	Cole	EC Coordinator		P.O. Drawer 1016	Beebe	AR	72012
Ms	Vickie	Cole		Black Rock Elementary School	P.O. Box 240	Black Rock	AR	72415
Ms	Laura	Cooke		First United Methodist Church	211 North Broadway	Booneville	AR	72921
Ms	Laurie	Cooper		Tilles Elementary School	815 North 16th Street	Fort Smith	AR	72901
Ms	Rebecca	Cox	LEA Supervisor		220 South 5th Street	Rogers	AR	72756
Ms	Mavis	Crouch		C.D. Franks Elementary School	1321 Foster	Ashdown	AR	71822
Ms	Renee	Cruce	EC Coordinator		1022 Scogin Drive	Monticello	AR	71655
Ms	Linda	Crumpler			1222 South Pierce	Little Rock	AR	72204
Ms	Linda	Crumpler	EC Coordinator		P.O. Box 3811	Little Rock	AR	72203
Ms	Diana	Cunningham			525 Old Bellefonte Road	Harrison	AR	72601
Ms	Paula	Dalanski		Gentry School District	251 South Giles	Gentry	AR	72734
Ms	Marcella	Dalla Rosa		Area Services for the Hearing Impaired	2400 West Markham Street	Little Rock	AR	72203
Ms	Barbara	Davis	LEA Supervisor		Route 1, Box 208	Bismark	AR	71929
Ms	Bren	Davis	LEA Supervisor		P.O. Box 939	Benton	AR	72018
Ms	Sandra	Deaton	EC Coordinator		711 Clinton, Ste. 201	Arkadelphia	AR	71923
Ms	Kim	Decorte	LEA Supervisor		4900 Dollarway Road	Pine Bluff	AR	71602
Ms	Regina	Dettra		ASD, Deafblind Program	P.O. Box 3811	Little Rock	AR	72137

TITLE	FIRSTNAME	LAST NAME	JOBTITLE	COMPANY	ADDRESS	CITY	STATE	ZIP CODE
Ms	Pamela	Diemer		ASD, Lower School	P.O. Box 3811	Little Rock	AR	72203
Ms	Kathy	Dillard		Brownwood Life Care Center	2121 Towson Avenue	Fort Smith	AR	72901
Ms	Jo Etta	Duke	LEA Supervisor		P.O. Box 668	Little Rock	AR	72203
Mr	John	Duke	LEA Supervisor		800 Raider Drive	Searcy	AR	72143
Ms	Verna	Dukes		WT Cheney Elementary School	2206 Ridgeway Road	Pine Bluff	AR	71603
Ms	Jenny	Dunn	LEA Supervisor		P.O. Box 740	Lonoke	AR	72086
Ms	Lendora	Early	LEA Supervisor		301 West Ninth Street	Crossett	AR	71635
Ms	Nancy	Early	LEA Supervisor		1022 Scogin Drive	Monticello	AR	71655
Ms	Tita	Eddleman		Greenland Elementary School	P.O. Box 57	Greenland	AR	72737
Ms	LaWanna	Edwards	LEA Supervisor		1201 West Center Street	Beebe	AR	72012
Ms	Mary Frances	Edwards	EC Coordinator		409 N. Thompson	Springdale	AR	72764
Ms	Stella	Edwards	LEA Supervisor		456 East North	Magnolia	AR	71753
Ms	Bev	Eikenberry		Greenland School District	P.O. Box 57	Greenland	AR	72737
Ms	Faye	Elliott		Jack Robey Junior High School	4101 South Olive Street	Pine Bluff	AR	71601
Ms	Leslie	Entrekin	Occupational Therapist	Euper Lane Elementary	6601 Euper Lane	Fort Smith	AR	72903
Mr	Martin	Estes	LEA Supervisor		P.O. Box 739	Melbourne	AR	72556
Ms	Terri	Evans		Seal Isle Elementary School	5150 Sea Isle	Memphis	TN	3817
Ms	Wendy	Evans	LEA Supervisor		600 Highway 181	Gosnell	AR	72315
Ms	Lorinda	Fair		Brownwood Life Care Center	2121 Towson Avenue	Fort Smith	AR	72901
Ms	Jackie	Fales		West Fork Middle School	P.O. Box 319	West Fork	AR	72774
Ms	Joan	Farren		Flippin Elementary School	P.O. Box 239	Flippin	AR	72634
Ms	Pat	Fast	LEA Supervisor		400 South Sycamore Street	Harrison	AR	72601
Ms	Stacy	Ferguson		Prairie Grove Elementary	824 North Mock Street	Prairie Grove	AR	72753
Ms	Judy	Fisher		Conway HDC	150 East Siebenmorgan Road	Conway	AR	72032
Ms	Vicki	Fleming		Marked Tree Elementary School	703 Normandy	Marked Tree	AR	72365
Ms	Sherri	Flournoy			608 Thompson Street	Horatia	AR	71842
Mr	Larry	Flud	LEA Supervisor		525 Old Bellefonte Road	Harrison	AR	72601
Ms	Marcia	Ford	LEA Supervisor		P.O. Box 727	Greenwood	AR	72936
Ms	Margaret	Ford	EC Coordinator		912 West 6th	Pine Bluff	AR	71601
Dr	Wayne	Foster	LEA Supervisor	Russellville School District	P.O. Box 928	Russellville	AR	72801
Ms	Kim	Fougerousse		Decatur School District	P.O. Box 97	Decatur	AR	72722
Mr	Leonard	Fowler	LEA Supervisor		P.O. Drawer 1950	Green Forest	AR	72638
Ms	Lisa	Freese		Hickory Ridge Elementary School	P.O. Box 6	Hickory Ridge	AR	72347
Ms	Erica	Fricks			1915 Richmond Road, #309	Texarkana	AR	75503
Ms	Lena	Fulmer	LEA Supervisor		704 East Church Street	Morrilton	AR	72110
Ms	Phyllis	Gammill		Mountain View Elementary	HC 71, Box 159	Mountain View	AR	72560
Ms	Vickie	Gammill		Clinton Middle School	Route 6, Box 103-2	Clinton	AR	72031
Ms	Patsy	Garlington		Thornton Elementary School	P.O. Box 37	Thornton	AR	71766
Ms	Kelly	Garner		Highland School District	P.O. Box 419	Hardy	AR	72542
Ms	Carolyn	Geffken		Nelson Wilks Herron Elementary	618 North College	Mountain Home	AR	72653
Ms	Ruthie	Gibson	LEA Supervisor		200 West Oak	El Dorado	AR	71730

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TITLE	FIRSTNAME	LAST NAME	JOBTITLE	COMPANY	ADDRESS	CITY	STATE	ZIP CODE
Ms	Barbara	Gilbert	LEA Supervisor		P.O. Box 308	Mansfield	AR	72944
Ms	Drucille	Gilbert	LEA Supervisor		P.O. Box 320	Alexander	AR	72002
Ms	Ann	Gilkey	Middle School Principal	AR School for the Deaf	2400 West Markham	Little Rock	AR	72203
Ms	Jennifer	Gilley		West Elementary School	138 Franklin	Osceola	AR	72370
Ms	Mariola	Glueck		Black Rock Middle School	P.O. Box 240	Black Rock	AR	72415
Ms	Stephanie	Goddard		Siloam Springs Middle School	1500 North Mount Olive	Siloam Springs	AR	72761
Mr	Richard	Goodell		Gravette Elementary	601 El Paso Street, SE	Gravette	AR	72736
Ms	Kathy	Goodman		Valley View School	2118 Valley View Drive	Jonesboro	AR	72404
Ms	Pam	Gotto		Green Forest High School	P.O. Drawer 1950	Green Forest	AR	72638
Ms	Josephine	Green		Hope High School	1700 South Main	Hope	AR	71801
Ms	Mittie	Greening			19150 Nokes Farm Road	Siloam Springs	AR	72761
Ms	Carlotta	Greenverry		Fayetteville High School	1000 Stone Street	Fayetteville	AR	72641
Ms	Cindy	Grimes	LEA Supervisor		Caller #8880	Dumas	AR	71639
Ms	Lynda	Gunter		Brownwood Life Care Center	2121 Towson Avenue	Fort Smith	AR	72901
Ms	Bobbye	Gurley		Florence Mattison Elementary	2001 Florence Mattison Drive	Conway	AR	72032
Ms	Deannine	Haley	Services Coordinator	ODHI Deafblind Program	4601 West Markham	Little Rock	AR	72205
Ms	Barbara	Hall		Nettleton Junior High	4203 Chieftain Lane	Jonesboro	AR	72401
Ms	Sandy	Hall	LEA Supervisor		211 West Hickory	Walnut Ridge	AR	72476
Mr	Ronnie	Hallsell		AR School for the Blind	2600 West Markham	Little Rock	AR	72203
Ms	Sonya	Hamilton		ASD, Deafblind Program	P.O. Box 3811 – Lower School	Little Rock	AR	72205
Mr	Dan	Hammock	LEA Supervisor		223 East Short 10th Street	Texarkana	AR	75502
Ms	Cori	Hammond		Marked Tree High School	406 St. Francis	Marked Tree	AR	72365
Ms	Becky	Hankins		Russellville Middle School	1203 West 4th Place	Russellville	AR	72801
Ms	Sandy	Hanna		Alma Intermediate School	P.O. Box 2259	Alma	AR	72921
Ms	Janet	Hardin	LEA Supervisor		1307 South Flint	Jonesboro	AR	72401
Ms	Joy	Hardy		Louise Durham Elementary School	105 North Reine Street	Mena	AR	71953
Ms	Cathy	Harpole		Sloan Hendrix School	P.O. Box 1080	Imboden	AR	72434
Ms	Jennifer	Harrington		ASD, High School	P.O. Box 3811	Little Rock	AR	72203
Ms	Dian	Harris	Special Class Teacher	Euper Lane Elementary	6601 Euper Lane	Fort Smith	AR	72903
Ms	Wanda	Hawkins	LEA Supervisor		2400 W. Markham, Box 3811	Little Rock	AR	72203
Ms	Linda	Hayes		Root Elementary School	1529 Mission Boulevard	Fayetteville	AR	72701
Ms	Connie	Headley		First Step, Inc.	407 Carson Street	Hot Springs	AR	71913
Ms	Tommie	Heath		Mountain Home High School	501 Bomber Blvd.	Mountain Home	AR	72653
Ms	Tolice	Heimsoth	LEA Supervisor	Lee High School	55 North Carolina	Marianna	AR	72360
Ms	Juanita	Hendrix	LEA Supervisor		801 North Elm Street	Searcy	AR	72143
Ms	Lori	Henricks		Parkers Chapel Elementary School	401 Parkers Chapel Road	El Dorado	AR	71749

TITLE	FIRSTNAME	LAST NAME	JOBTITLE	COMPANY	ADDRESS	CITY	STATE	ZIP CODE
Ms	Frances	Holcombe			6101 North State Line	Texarkana	AR	75503
Ms	Vanda	Hollensworth		East-West Elementary School	1310 Hollensworth	Magnolia	AR	71753
Ms	Barbara	Holmes		Hope Primary School	601 Lakeshore Drive	Hope	AR	71801
Ms	Brenda	Holzhauer	LEA Supervisor		200 NW 4th Street	Bryant	AR	72022
Ms	Dawn	Hotubbee		Logan Co. Day Service Center	1234 East Main	Booneville	AR	72921
Ms	Betty	Hoyer		Oak Grove Middle School	5097 Highway 135 North	Paragould	AR	72450
Ms	Trudy	Hughes	LEA Supervisor		P.O. Box 40	England	AR	72046
Ms	Trish	Humphry			2202 Ridgecrest	Bryant	AR	72022
Ms	Trisha	Hyde-Lewis		Gosnell School District	600 Highway 181	Gosnell	AR	72315
Ms	Krista	Iba-Armstrong			2309 Moberly Lane	Bentonville	AR	72712
Ms	Norma	Inman		Pea Ridge High School	P.O. Box 6	Pea Ridge	AR	72751
Ms	Colleen	Jackson	LEA Supervisor		70 Scott Drive	Batesville	AR	72501
	Jerry	Jackson		Lincoln High School	P.O. Box 479	Lincoln	AR	72744
	Lou	Jackson	LEA Supervisor		4100 Camden Road	Pine Bluff	AR	71603
Ms	Tammy	Jackson		Lawrence Co. Cooperative	P.O. Box 16	Portia	AR	72457
Ms	Cecelia	Jaffe	LEA Supervisor		Route 1, Box 104	Branch	AR	72928
	Lou	Jamison			P.O. Box 836	Nashville	AR	71852
Ms	Thelma	Jasper	EC Coordinator		P.O. Box 687	North Little Rock	AR	72115
Ms	Debbie	Jessen		Black Rock Sloan Hendrix	1 Greyhound Circle	Imboden	AR	72434
Ms	Dorothy	Johnson	LEA Supervisor		1700 West State Hwy. #14	Wilson	AR	72395
Ms	Joy	Johnson		Arkansas Pediatric Facility	4100 Heritage	North Little Rock	AR	72117
Ms	Regina	Johnson		Lincoln South Elementary	149 Water Street	Forrest City	AR	72335
Ms	Stephanie	Johnson	LEA Supervisor		P.O. Box 110	Gillham	AR	71841
Ms	Sandi	Johnston		Greenland High School	P.O. Box 57	Greenland	AR	72737
Ms	Brenda	Jones		Gentry School District	251 South Giles	Gentry	AR	72734
Ms	Lana Kaye	Joshlin	LEA Supervisor		P.O. Box 9	Hughes	AR	72348
Ms	Julie	Jouvenaux		Spring Hill Middle School	3400 Highway 72 West	Bentonville	AR	72712
Ms	Barbara	Karber	Speech Pathologist	Euper Lane Elementary	6601 Euper Lane	Fort Smith	AR	72903
Ms	Cynthia	Keating	LEA Supervisor		P.O. Box 628	Osceola	AR	72370
Ms	Andrea	King		Marion Intermediate School	100 L.H. Polk Road	Marion	AR	72364
Ms	Kay	King		Wynne Public School	P.O. Box 69	Wynne	AR	72396
Ms	Deana	Knight		WestBrook Elementary School	2621 Highway 229	Benton	AR	72015
Ms	Patty	Kohler	LEA Supervisor		100 South Arch Street	Little Rock	AR	72201
Ms	Rebecca	Kolasch			112 Gwendolyn Way	Hot Springs	AR	71913
Ms	Susan	Kolmer		Brownwood Life Care Center	212 Towson Avenue	Fort Smith	AR	72019
Ms	Sheila	Krajewski		Brownwood Life Care Center	2121 Towson Avenue	Fort Smith	AR	72901
Ms	Betty	Lacy	LEA Supervisor		1020 West Holland Street	White Hall	AR	71602
	Billie	Lankford		Watson Chapel High School	4000 Camden Road	Pine Bluff	AR	71603
Ms	Diana	Lawrence		Cave City School District	P.O. Box 600	Cave City	AR	72521
Mr	Randall	Lawrence	Principal	Mountain View Elementary	HC 71, Box 159	Mountain View	AR	72560
Ms	Jamie	Lee		Gosnell School District	600 Highway 181	Gosnell	AR	72315

TITLE	FIRSTNAME	LAST NAME	JOBTITLE	COMPANY	ADDRESS	CITY	STATE	ZIP CODE
Ms	Kathy	Lenston		S. Mississippi Co. School District	1700 West State Highway 14	Wilson	AR	72395
Ms	Susan	Lester		Nemo Vista Public School	Route 1, Box 8	Center Ridge	AR	72027
Ms	Denise	Lisle		Lincoln High School	P.O. Box 479	Lincoln	AR	72744
Ms	Annee	Littell		Lincoln High School	P.O. Box 479	Lincoln	AR	72744
Mr	John	Long		Northwood Junior High School	10200 Bamboo Lane	North Little Rock	AR	72120
Ms	Michelle	Long		Nettleton Intermediate Center	3801 Vera Street	Jonesboro	AR	72401
Mr	Ron	Love	LEA Supervisor		101 Bulldog Drive	Plumerville	AR	72127
Ms	Charlotte	Lunsford			535 Grant 831	Sheridan	AR	72150
Ms	Victoria	Magdefrau		Green Forest School District	P.O. Box 1950	Green Forest	AR	72638
Ms	Julie	Maier		Stuttgart Public School	P.O. Box 928	Stuttgart	AR	72160
Ms	Carroll	Manry	LEA Supervisor		P.O. Box 739	Melbourne	AR	72556
Ms	Judy	Martin		Flippin Elementary School	P.O. Box 239	Flippin	AR	72634
Ms	Myra	Martin		Arkansas Pediatric Facility	4100 Heritage Road	North Little Rock	AR	72118
Ms	Toni	Martin			1022 Scogin Drive	Monticello	AR	71655
Mr	Bernie	Martin-Russell		Belair Math/Science Magnet	1301 Commerce Road	Pine Bluff	AR	71601
Ms	Garrie	Massengale	LEA Supervisor		P.O. Drawer 1016	Beebe	AR	72012
Ms	Karen	Massey	EC Coordinator		500 South Spruce	Hope	AR	71801
Ms	Karla	Massey		Farmington Elementary School	275 Rheas Mill Road	Farmington	AR	72730
Ms	Sandra	Massey		Salem Public Schools	500 Elementary Drive	Salem	AR	72576
Ms	Vicky	McClelland		Prairie Grove High School	824 North Mock Street	Prairie Grove	AR	72753
Ms	Judy	McCool	LEA Supervisor		1719 Jester Street	Malvern	AR	72104
Ms	Ginni	McDonald		Westwood Elementary	300 Westwood Avenue	Greenwood	AR	72956
Ms	Cindy	McDougle	LEA Supervisor		P.O. Box 377	Harrisburg	AR	72432
Ms	Linda	McEachern		Rogers School District	212 S. 3rd Street	Rogers	AR	72756
Ms	Joyce	McGill		Wynne Public Schools	P.O. Box 69	Wynne	AR	72396
Ms	Barbara	McGrew	LEA Supervisor		76 Elm Street	Marion	AR	72364
Mr	Daryl	McJunkins	LEA Supervisor		P.O. Box 110	Gillham	AR	71841
Ms	Suzy	McNabb		Apple Glen Elementary School	1801 Orchard Lane	Bentonville	AR	72712
Mr	David	McPherson		NLR High School, West Campus	101 West 22nd Street	North Little Rock	AR	72114
Ms	Kaye	McRae		Coleman Intermediate School	4600 West 13th Street	Pine Bluff	AR	71603
Ms	Sabrina	Mecum		Arkadelphia Public Schools	235 N. 11th Street	Arkadelphia	AR	71923
Ms	Sharon	Michaels		Berryville Schools	P.O. Box 408	Berryville	AR	72616
Ms	Bonnie	Mills	LEA Supervisor		P.O. Box 69	Wynne	AR	72396
Ms	Carla	Millsap	LEA Supervisor		P.O. Box 86	Valley Springs	AR	72682
Ms	Betty	Monroe	LEA Supervisor		P.O. Box 20	Fouke	AR	71837
Ms	Patti	Mooneyham	LEA Supervisor		300 A East Gary	Greenwood	AR	72936
Ms	Carmen	Morgan		Smackover Elementary School	303 West 7th Street	Smackover	AR	71762
Mr	Steve	Morris			2221 Pointer Trail	Van Buren	AR	72756
Ms	Carlene	Morrison	Teacher	AR School for the Deaf	P.O. Box 3811	Little Rock	AR	72203
Ms	Mary Ann	Morrison	LEA Supervisor		511 North Second Street	Ashdown	AR	71822
Ms	Darlene	Morton		Winslow Elementary School	P.O. Box 140	Winslow	AR	72959

TITLE	FIRSTNAME	LAST NAME	JOBTITLE	COMPANY	ADDRESS	CITY	STATE	ZIP CODE
Ms	Cathie	Mueller		Forest Heights Jr. High School	5901 Evergreen Rd.	Little Rock	AR	72205
Ms	Patty	Neal		Salem Elementary School	500 Elementary Dr.	Salem	AR	72576
Mr	Ray	Neely		Pea Ridge School District	P.O. Box 6	Pea Ridge	AR	72751
Ms	Dotti	Newberry		Southwest Junior High	1901 Princeton Ave.	Springdale	AR	72762
Ms	Ester	Nichols	EC Coordinator		P.O. Box 110	Gillham	AR	71841
Ms	Nedra	Nichols	LEA Supervisor		211 West Hickory	Walnut Ridge	AR	72476
Ms	Laura	Nodurfth		AR River Educational Cooperative	912 West 6th Street	Pine Bluff	AR	71601
Ms	Lorna	Nulph		Clinton Middle School	Route 6, Box 103-2	Clinton	AR	72031
Ms	Rebecca	O'Donell	LEA Supervisor		2871 Malvern Avenue	Hot Springs	AR	71901
Ms	Polly	Owens	LEA Supervisor		1165 Rice Road	Waldron	AR	72958
Ms	Kelly	Page		Decatur School District	P.O. Box 97	Decatur	AR	72722
Ms	Bette	Parker		ASB – Area Services for the Visually Impaired	2600 West Markham	Little Rock	AR	72203
Ms	Suzi	Parnell		Marion School District	65 Military Road	Marion	AR	72364
Ms	Penny	Path		Brownwood Life Care Center	2121 Towson Ave.	Fort Smith	AR	72901
Ms	Rosalie	Patton		Mabelvale Jr. High School	10811 Mabelvale West Rd.	Mabelvale	AR	72103
Ms	Staci	Paynter		Arkansas Pediatric Facility	4100 Heritage Rd.	North Little Rock	AR	72117
Ms	Cindy	Pearson	LEA Supervisor		800 East Emma Street	Springdale	AR	72764
Ms	Jeanette	Pearson		Prairie Grove Elementary School	824 North Mock Street	Prairie Grove	AR	72753
Ms	Barbara	Pemberton		Jonesboro HDC	4701 Colony Dr.	Jonesboro	AR	72401
Ms	Linda	Peoples		Mabelvale Junior High School	100811 Mabelvale West Road	Mabelvale	AR	72103
Ms	Allawayne	Peter		Springdale High School	1103 West Emma Ave.	Springdale	AR	72764
Ms	Lisa	Philamlee			P.O. Box 246	DeQueen	AR	71832
Ms	Evevone	Phillips		Farmington School District	275 Rheas Mills Rd.	Farmington	AR	72730
Ms	Lisa	Phillips		Farmington High School	275 Rheas Mill Road	Farmington	AR	72730
Ms	Nancy	Phillips		Northwest Elementary School	1600 North College	El Dorado	AR	71730
Ms	Susan	Plyler		HTMS	3304 S. 40th Street	Springdale	AR	72764
Ms	Shelly	Porter			1051 Pine Street	Arkadelphia	AR	71923
Ms	Pam	Pounders	EC Coordinator		P.O. Box 739	Melbourne	AR	72556
Mr	John	Prewitt	LEA Supervisor		800 East Emma Street	Springdale	AR	72764
Ms	Sonyua	Prince		East-West Elementary School	1310 Hollensworth Street	Magnolia	AR	71753
Ms	Mary	Pulley		Brookland High School	P.O. Box 35	Brookland	AR	72417
Mr	Tony	Quain		Gravette School District	P.O. Box 480	Gravette	AR	72736
Ms	Verna	Quain		Decatur Elementary School	P.O. Box 97	Decatur	AR	72722
Ms	Ruth	Ragon	LEA Supervisor		P.O. Box 408	Berryville	AR	72616
Ms	Jon	Rainbolt	LEA Supervisor		105 North 6th Street	Heber Springs	AR	72543
Ms	Diana	Ramberg		McChild Enrichment Center	P.O. Box 2109	Russellville	AR	72801
Ms	Robin	Ramsdale		Evening Shade School District	P.O. Box 240	Evening Shade	AR	72532
Ms	Sandra C.	Rayfus		Pine Bluff High School	711 West 11th Street	Pine Bluff	AR	71601
Mr	Danny	Reed	LEA Supervisor		P.O. Box 687	North Little Rock	AR	72115
Ms	Janet	Reed		Amanda Gist Elementary School	P.O. Box 70	Cotter	AR	72626
Ms	Pat	Reese	EC Coordinator		400 B Maul Road	Camden	AR	71701

TITLE	FIRSTNAME	LAST NAME	JOBTITLE	COMPANY	ADDRESS	CITY	STATE	ZIP CODE
Ms	Lynne	Reeves		Spring Hill Middle School	3400 Hwy. 72W	Bentonville	AR	72712
Ms	Tracie	Richard			1022 Scogin Drive	Monticello	AR	71655
Ms	Janet	Ricks			1507 South Main	Crossett	AR	71635
Ms	Vera	Rideout	LEA Supervisor		1800 West College Street	Fordyce	AR	71742
Ms	Mollie	Ridgeway	LEA Supervisor		140 North Border Terrace	Hot Springs	AR	71901
Ms	Luann	Ridings	LEA Supervisor	Boston Mountain Co-op	P.O. Box 419	West Fork	AR	72774
Ms	LuAnn	Ridings		Boston Mountain Cooperative	P.O. Box 419	West Fork	AR	72774
Ms	Joyce	Riley	LEA Supervisor		518 Seminary Street	Warren	AR	71671
Ms	Tammy	Rodgers		Vilonia Elementary School	P.O. Box 160	Vilonia	AR	72173
Ms	Janya	Rogers			404 Hunters Ridge	Jonesboro	AR	72404
Mr	Tom	Rouse	Physical Therapist	Euper Lane Elementary	6601 Euper Lane	Fort Smith	AR	72903
Ms	Annette	Rowe		Gentry School District	251 South Giles	Gentry	AR	72734
Ms	Lynn	Runnels	LEA Supervisor		402 NW Second Street	Bentonville	AR	72717
Ms	Cheryl	Rutledge		Eureka Springs Elementary School	Route 4, Box 200	Eureka Springs	AR	72632
Ms	Bonnie	Sample		Community School	295 Mockingbird	Batesville	AR	72501
Ms	Velma	Sanderson	LEA Supervisor		330 East College Street	Batesville	AR	72501
Ms	Cami	Saxton	LEA Supervisor		2221 Pointer Trail	Van Buren	AR	72956
Ms	Lisa	Scott		George Elementary	2878 S. Powell	Springdale	AR	72764
Ms	Edith	Scruggs		Jack Robey Junior High	4101 South Olive Street	Pine Bluff	AR	71601
Ms	KaAnn	Shannon		ASD Elementary School	P.O. Box 3811	Little Rock	AR	72203
Mr	Mike	Shell	LEA Supervisor		521 East Lincoln Street	Hamburg	AR	71646
Ms	Hannah	Shepard			318 Greens Cove, #102	Lowell	AR	72745
Ms	Lark	Sigsby	LEA Supervisor		505 East Canal Street	Paragould	AR	72450
Ms	Jill	Simpson	LEA Supervisor		1410 Post Oak Road	Mountain Home	AR	72653
Ms	Karen	Skarda		McClellan High School	9417 Geyer Springs Road	Little Rock	AR	72209
Ms	Cindy	Slagle	LEA Supervisor		P.O. Box 1979	Glenwood	AR	71943
Ms	Rosalee	Slaughter		S. Mississippi Co. School District	1700 W Hwy. 14	Wilson	AR	72395
Ms	Patricia	Slicer		Green Forest School District	P.O. Box 1950	Green Forest	AR	72638
Ms	Sherry	Slinkard		Gentry Middle School	251 South Giles	Gentry	AR	72734
Ms	Karen	Smith	LEA Supervisor		381 West 7th	Booneville	AR	72927
Ms	Louise	Smith		Hope Primary School	601 Lakeshore Drive	Hope	AR	71801
Ms	Sharol	Smith		Henderson Jr. High School	401 John Barrow Rd.	Little Rock	AR	72204
Mr	James	Sneed		Conway HDC	150 Siebenmorgan Rd.	Conway	AR	72032
Ms	Kelly	Snyder		Community School	295 Mockingbird	Batesville	AR	72501
Ms	Deautaun	Stapp	LEA Supervisor		500 South Spruce Street	Hope	AR	71801
Ms	Mary	Steele		J.A. Fair High School	13420 Dodd	Little Rock	AR	72210
Ms	Gaile	Stephens	LEA Supervisor		P.O. Box 15	Mountainburg	AR	72946
Ms	Lynn	Stephens	LEA Supervisor		P.O. Box 798	Siloam Springs	AR	72761
Mr	Robert	Stewart	LEA Supervisor		101 Bulldog Drive	Plumerville	AR	72127
Ms	Debra	Still	LEA Supervisor		251 South Giles	Gentry	AR	72734
Ms	Teresa	Stinson	LEA Supervisor		600 Lakeshore Drive	Lake Village	AR	71653

TITLE	FIRSTNAME	LAST NAME	JOBTITLE	COMPANY	ADDRESS	CITY	STATE	ZIP CODE
Ms	Christie	Stone		Prairie Grove Junior High	824 Mock Street	Prairie Grove	AR	72753
Ms	Priscilla	Stone		Rose Bud Elementary School	124 School Rd.	Rose Bud	AR	72137
Ms	Valerie	Stone	LEA Supervisor		404 North 2nd	Cabot	AR	72023
Ms	Sue	Stover	LEA Supervisor		2708 Mount Holly Dr.	Camden	AR	71701
Ms	Janice	Streeter	LEA Supervisor		P.O. Box 7678	Pine Bluff	AR	71601
Ms	Cynthia	Stringfellow		Clinton Middle School	Route 6, Box 103-2	Clinton	AR	72031
Ms	Inez	Stuckey			6101 North State Line	Texarkana	AR	75503
Ms	Sharon	Stumbaugh	LEA Supervisor		P.O. Box 135	Ozark	AR	72949
Ms	Nikki	Sulcer		Marion School District	65 Military Road	Marion	AR	72364
Ms	Karen	Swales		Lowell Elementary School	202 McClure Drive	Lowell	AR	72745
Ms	Debbie	Swink	LEA Supervisor		105 North 6th Street	Heber Springs	AR	72543
Mr	Stephen	Tate		T.L. Bates Elementary School	601 Buchanan Street	Fayetteville	AR	72702
Ms	Brenda	Taylor		North Main Elementary School	300 N. Main	Greenwood	AR	72936
Ms	Tammy	Taylor		Philadelphia Elementary School	213 E. Thomas Green Road	Jonesboro	AR	72401
Ms	Wanda Jo	Taylor	LEA Supervisor		221 Pine Street	Trumann	AR	72472
Ms	Linda	Teeter	EC Coordinator		P.O. Box 2837	West Helena	AR	72390
Ms	Sandra	Terry		Jonesboro HDC	4701 Colony Drive	Jonesboro	AR	72404
Ms	Jeanette	Thielemier		Pocahontas School District	2300 North Park	Pocahontas	AR	72455
Ms	Faytrene	Thomas		Indiana Street Elementary	1519 Indiana Street	Pine Bluff	AR	71601
Ms	Naomi	Thomas		First Step School	P.O. Box 2440	Hot Springs	AR	71914
Mr	Said	Thomas	LEA Supervisor		101 Bulldog Drive	Plumerville	AR	72127
Ms	Tammy	Thomas		Wynne School District	P.O. Box 69	Wynne	AR	72396
Ms	Linda	Thompson		Rogers High School	1114 S. Mountie Blvd.	Rogers	AR	72756
Ms	Mary	Thompson		Farmington School District	275 Rheas Mill Road	Farmington	AR	72730
Ms	Missy	Threadgill		Valley View Elementary School	2118 Valley View Dr.	Jonesboro	AR	72404
Ms	Sandra	Thresher	LEA Supervisor		P.O. Box 377	Harrisburg	AR	72432
Ms	Sally	Toesing		Indian Hills Elementary School	6800 Indian Hills Drive	North Little Rock	AR	72116
Ms	Jerry	Tollett		ASD, Deafblind Program	P.O. Box 3811	Little Rock	AR	72203
Ms	Tilda	Toomey		Izard Co. Consolidated School District	P.O. Box 115	Brockwell	AR	72517
Ms	Jan	Townsley		Mountain View Elementary	HC 71, Box 159	Mountain View	AR	72560
Ms	Elaine	Treadaway	Principal	Clinton Middle School	Route 6, Box 103-2	Clinton	AR	72031
	Glence	Troxler		Conway HDC	150 E. Siebenmorgan Road	Conway	AR	72032
Ms	Betty	Turner		Beebe Primary School	1201 Center Street	Beebe	AR	72012
Ms	Gloria	Turntine		Southwood Elementary School	4200 South Fir Street	Pine Bluff	AR	71603
Ms	Diane	Usrey		Berryville School District	P.O. Box 408	Berryville	AR	72616
Mr	Mike	Van Dyke	LEA Supervisor		P.O. Box 325	Dover	AR	72837
Ms	Leigh Ann	Van Gorder			146 Peppermint Terrace	Hot Springs	AR	71913
Ms	Charlotte	Vann	LEA Supervisor		2220 Prince Street	Conway	AR	72032
Ms	Jane	VanTuyl		George Elementary School	2878 South Powell	Springdale	AR	72764
Ms	Eugenia	Vaughan		Greenland Elementary School	P.O. Box 57	Greenland	AR	72737
Mr	Roger	Veasley	LEA Supervisor		P.O. Box 790	Palestine	AR	72372
Ms	Gail	Vervack		Ramay Junior High	401 South Sang Ave.	Fayetteville	AR	72701

TITLE	FIRSTNAME	LAST NAME	JOBTITLE	COMPANY	ADDRESS	CITY	STATE	ZIP CODE
Ms	Jackie	Vest		Mammoth Spring School District	P.O. Box 370	Mammoth Springs	AR	72554
Ms	Penny	Waddell		L.L. Owen Elementary School	3605 Oakwood Road	Pine Bluff	AR	71603
Ms	Diane	Wallace		Flippin Elementary School	P.O. 239	Flippin	AR	72634
Ms	Judy	Weaver		Conway HDC	150 Siebenmorgan Road	Conway	AR	72032
Ms	Carmen	Webb		Sam Taylor Elementary School	1415 West 13th Street	Pine Bluff	AR	71603
Ms	Dot	Webb		Benton Co. Sunshine School	2309 Moberly	Bentonville	AR	72712
	Chris	Webber		Pangburn School District	P.O. Box 350	Pangburn	AR	72121
Ms	Geneva	Weiler		Woodland Jr. High School	1 East Poplar Street	Fayetteville	AR	72703
Ms	Regina	Weiner	LEA Supervisor		762 Martin Street	Prescott	AR	71857
Ms	Marsha	Wenzel	LEA Supervisor		P.O. Box 419	West Fork	AR	72774
Ms	Diane	West		Indiana Street Elementary School	1519 Indiana Street	Pine Bluff	AR	71601
Ms	Jackie	Whitehead		Southeast Junior High School	2001 Ohio Street	Pine Bluff	AR	71603
Ms	Kaye	Whitney		Rose City Middle School	5500 Lynch Drive	North Little Rock	AR	72117
	Lois	Whitsitt		Conway HDC	150 East Siebenmorgan Road	Conway	AR	72032
Ms	Judy	Whitson		AR School for the Deaf	2400 West Markham	Little Rock	AR	72203
Ms	Shelia	Wilite		L.L. Owen Elementary School	3605 Oakwood Road	Pine Bluff	AR	71603
Ms	Crystal	Williams		Community School	295 Mockingbird	Batesville	AR	72501
Ms	Janet	Williams		DeQueen Mena Educational Co-op	P.O. Box 110	Gillham	AR	71841
Ms	Margarette	Williams		Pine Bluff High School	711 West 11th Street	Pine Bluff	AR	71601
Ms	Shirley	Williams		Weaver Elementary School	1280 E. Barton Street	West Memphis	AR	72301
Ms	Betty	Willis	LEA Supervisor		P.O. Box 2307	West Helena	AR	72390
Ms	Debbie	Wilson	LEA Supervisor		P.O. Box 849	Fayetteville	AR	72702
Ms	Winnie	Wilson	LEA Supervisor		204 North Jackson Street	DeWitt	AR	72042
Ms	Lynn	Wood	LEA Supervisor		P.O. Box 928	Stuttgart	AR	72160
Ms	Molly	Wooten	LEA Supervisor		P.O. Box 1437, Slot 2520	Little Rock	AR	72203
Ms	Sandy	Wortham	LEA Supervisor		P.O. Box 2470	Jonesboro	AR	72402
Ms	Jennifer	Wren		Gosnell School District	600 Highway 181	Gosnell	AR	72315
Ms	Nellie	Wright		Hartford School District	P.O. Box 489	Hartford	AR	72938
Ms	Duanna	Youngblood		Pea Ridge School District	P.O. Box 6	Pea Ridge	AR	72751
Ms.	Mary	Zitzelbeerger		Pocahontas Day Service Center	P.O. Box 425	Pocahontas	AR	72455